

# THE MISSOURI EDUCATOR.

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Vol. II.

JEFFERSON CITY, APRIL, 1860.

No. 12.

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## For the Missouri Educator. COMMON SCHOOL EDUCATION.

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AN ADDRESS DELIVERED BY JAMES T. CLARK BEFORE THE COLE COUNTY TEACHERS' ASSOCIATION, ON FEBRUARY 24th, 1860.

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*Members of the Association and Citizens:*—It has fallen upon me, by request of the Executive Committee, to address you on this occasion. I doubt whether they could have made a more inappropriate selection. While I acknowledge the compliment, I must plead inexperience and want of ability to do the cause, you, or myself justice. There is no subject before the American people that meets with as hearty an approval and as great encouragement as popular education. The American mind is so settled in the belief that intelligence and freedom are hand-maids, that whatever is desired of the latter meets with an approval of the former. As the subject of independence obtained such supremacy over the fathers of the Revolution as to induce them to strike for life and liberty, until that liberty which now bears her impress upon the movements of the civilized world was achieved, so the freedom of mind from the thralldom of ignorance and consequent darkness is, with equal zeal, sought after by their sons. As every barrier and opposition presented by the enemy gave way under the powerful stroke for freedom, so every opposition and counter interest must and will give place to the march of mind. Liberty and intelligence are counterparts of each other. Where one is found we are, therefore, most sure to find the other. This has truly been a century remarkable for discovery and progress in the arts and sciences. We, as a people, have a world-wide reputation for pressing to a speedy termination every important public enterprise. Yet, never in our history as a nation, has popular education been considered second to any other public interest. The history of the general government and of every State proves that education is *first* in importance in the minds of the people. Every demand and call upon them in furtherance of its interest have mainly been fully and promptly met.

Each State from year to year approximates to a nearer state of perfection in her statutory laws bearing upon popular education.

There are, throughout the Union, upwards of three million of children attending the Common Schools yearly, at a cost of more than a hundred million of dollars. This fact speaks a more emphatic lan

guage as to the interest of the American People touching popular education than we are able or have time to do. It is a wise provision of the National Constitution that no distinction of men is observed; that no Royal blood flows through the veins of any. Popular education is a conservator of this principle, it is therefore a common leveler. By it is exemplified the fact, that whatever merit there is in one over another, is of an intellectual character.

By means of the Common School system, as established in this country, the poorest boy of the most obscured parentage can become the compeer and rival of him who has had every advantage attendant upon wealth and position in society. Is there an object that commands admiration more than the man of humble birth, having struggled his way up attended by all the embarrassments of poverty, wielding the destinies of his country? Is there one whose voice in the council of state is heard with more attention, or whose councils are heeded with greater respect. As instances of this I need not refer you to Sherman, to Franklin, and the immortal Clay. Their position was attributable to the very elements that pervades the system of Common School instruction. The great fabric of our liberty is based upon equality of rights, and the perpetuity of it rests upon the fostering of this principle in the minds of the rising youth. While our Presidents and Representatives, their mothers and wives, may be, and many of them are taught in our Common Schools, we need not fear a dissolution of the fraternal bond that binds us together as a nation. The very air they breath in this early tutelage is impregnated with the principle of equality of rights, and an equitable and just forbearance towards their fellows. The influence of this early teaching, increasing in its progress, bears, like a mighty avalanche, every opposition before it. It was said by one as wise as the truth of the saying, that "*knowledge is power.*" An enlightened people can never, NEVER, be enslaved. All over the wide spread Union, where ever we see a Common School house, we behold a bulwark of liberty, a rampart of freedom. If England could boast that liberty presided under every man's roof throughout that vast empire, with equal boasting can America say, that not only liberty presides in every house, but intelligence, her guardian angel, stands by her with drawn sword of truth and justice to defend her. The general diffusion of knowledge in this country, unlike that of England, beckons to the poorest lad in all the land and points him to the highest position in government. The system of education as pursued in this country, coupled with equality of rights, brings to bear influence upon the youthful mind that often awakens it into life and action, when otherwise it would sleep forever. Common School education is the education of the people—the great mass. Jesus of Nazereth desired his Gospel to be preached to the poor, and expounded in every city; for the accomplishment of which he adapted the means to the end.

Would we expect an intelligent, a virtuous and free people, let there be a system of instruction, such as is established in nearly every member of the confederacy, and we may confidently look for it.

The question is often asked why France in her repeated efforts for liberty has not obtained it. Can we not perceive that the cause is traceable to the fact, that the people are not prepared to receive it. And until Priest-craft, and every other barrier to a general diffusion of education, is removed, neither that nor any other nation can be free.

It is the great living mind that characterizes a nation in the highest possible sense. And the mode by which that mind can most effectually be reached by influences for good, confers the greatest amount of blessing on a people. The blessings arising from education are second only to those which spring from the great scheme of redemption accomplished in the death of Christ. This scheme, though great, is so simple that the



wayfaring man may not err, and so comprehensive that it is within the reach of all. So should it be with respect to education. We are happy to announce the fact, that the American system of instruction, though not perfect, is approaching that degree of perfection when popular education will be as free and as general as air.

Nature has placed in the bosom of every father, a love for his offspring that prompts him to be interested for them. Proportioned, therefore, to the amount of utility he himself can perceive in the development of the intellectual faculties, is he concerned in their mental culture. Let his own mind be liberally endowed and this interest stops not in his own household, but induces him to go abroad in a philanthropic spirit and consider his neighbor's good. This thought alone might be extended beyond the limit of a single address, but I forbear and come more directly to the object of this meeting. Before me I see practical teachers, men and women whose lives have been consecrated to the arduous and responsible work of teaching—teachers who have already spent many years of effective toil in this profession of their choice. The fact, my co-laborers, that you are here, declares that you are interested in, and attached to your profession. You have doubtless caught the cheering sound that is echoing through the hills and crossing the plains throughout the State, "*Come to the rescue!*" From every direction the intelligence is being borne upon wings of wind, by telegraph, and locomotion, that the friends of education are *striking* in her behalf, by holding associations similar to the one in which we have now met. We hope ere a fortnight shall pass, that the feeble wave put in motion by this association in behalf of popular education, will reach the farthest limit of the commonwealth, in terms of cheer to every friend of education. Have we not been cheered by the meeting of similar associations? Have not our energies been increased and we awakened to a true sense of duty by listening to the appeals made by our brethren and friends in like meetings?

I have selected this in preference to all other States as my home, and expect to mingle my remains with her soil; and while it pleases God to spare my life I expect to spend the utmost of my energies in the common cause—popular education. In this sentiment do I not reflect the feeling of every teacher present! My short acquaintance with you, and the interest you have shown in the coming duties of this meeting justify me in saying, yes. This State is young compared with many others, and must therefore be behind many in facilities and advantages necessary to elevate the standard of education. But she is yearly advancing from higher to higher positions in all these facilities, and ere long can boast as thorough a system of popular education as any other State in the Union. The time we trust is near, when she will not have to depend upon the importation of teachers to instruct her youth, but will soon have all the facilities within her own limits necessary to conduct every department of her own scholastic institutions, from President of Universities to District School teachers. The present and similar associations are aids in the accomplishment of this end. Teaching, when rightly viewed, is one of the highest callings among men, and attended with as fearful and weighty responsibility. I need not ask if you have entered into a strict examination of the relation you sustain toward the plastic mind committed to your charge, as teachers. I am persuaded you have, and before taking the responsible step you fully calculated the amount of weal or woe you might effect in such a relation. Keeping in mind the fact, that the development of the intellectual man is only a *part*, and not the *larger* part either, of your work, you can but tremble in view of the responsibility resting upon you.

Were this alone your duty the task would be equal to the best of your efforts. The destiny of the human family in all its various forms, is delineated

in bold characters upon the canvass of the future, by the teacher, in early influence upon the mind of the youth. As the rock gradually and imperceptibly perished by the kissing of the Pilgrim emigrants or the steady dropping of the water, so you are constantly, and it may be imperceptibly, molding the character of a nation. The plastic minds committed to your care yield to any impression you may be inclined to make. An educated man without moral restraint, is like a vessel at sea without a rudder. A man without such restraint, is the most dangerous character in society. Better for community that the "school-master should *not* be abroad" than that he should teach without attaching a governing principle—moral restraint—to his teaching. In order, therefore, that a great amount of evil and wretchedness of life may not be placed to your charge, attach a moral regulator to the intellectual engine. I need not say that the conscientious teacher, fully impressed with the responsibility resting upon him, never brings around him the young mind without self-distrust. He never raises the chisel to sculpture immortal minds without invoking aid from the author of all good. When I think of the vast and responsible duties which properly devolve upon the teacher, and so much need to be performed in addition to the regular routine of lessons, and remember the indifference and unconcern with which they are viewed by many who eagerly and unhesitatingly assume them, I tremble for the interests of the rising generation, and for the reckoning *those* teachers will finally make with "the Judge of all the earth." For no man can assume a position of trust without becoming amenable to justice for a neglect of its most important duties. Could the record of a single teacher of a few years' experience whose morals were loose, be presented to us with all its branching influence, what a sad picture it would be! Who could reckon the account such a teacher must give?

"Tis education that moulds the common mind,

"As the twig is bent the tree 's inclined."

The assassin's history and wretched end, the midnight plunderer and all his dark scenes, the drunkard's ignoble life, and all the great evils of human society, may have received their first impulse in early training by the teacher. This, my friends, is not an improbable conjecture; nay, it is, I fear, too often true. Could every tale of woe and sorrow traceable to defective scholastic education, come up to our hearing, what a startling sound it would be. Every parent that loves his child and wishes it to fill the mission assigned him by the God of nature, will consider well the teacher to whom he submits the precious jewel of which he by nature is guardian. That the stream of moral and high toned sentiments may be properly tempered, it must flow from a correct source.

Every school, to a greater or less extent, is a reflex of the teacher presiding over it. Have we not often seen schools in which there was little or no life or animation? On the other hand have we not seen schools, even in the same neighborhood, in which the pupils seemed to be full of life and animation? As the sun, veiled by an intervening cloud, would naturally cast a gloomy appearance over the face of nature, so a morose and inanimate teacher would cast a similar influence upon his school. The human mind, and especially that of youth, is so constructed that unless there is something animating constantly presented, it fags and falls short of its own strength. The teacher who has studied the philosophy of mind, knows well what appliances to bring to bear upon it to develop the greatest amount of strength, and best direct it. He who is possessed of all the attainments gathered from the shores of classic Italy and Greece, and has drank deep of the well of science, is not always the best teacher by far. Such a teacher, with knowledge of human nature, and not possessed of a lively sensibility, is much less

successful in developing and training the mind than one of half the scholastic attainments, possessed of the other traits. He, therefore, who would be a successful educator must not only study the laws of mind, but cultivate cheerfulness and good humor. A just sense of the rights of others is no small part of the cause of success of a teacher. Young people are often good discriminators of what is right, and if their rights are disregarded it frequently begets a dislike for the teacher, which is a great barrier to success. Children have rights, and they should be as strictly observed as *they* are required to observe the laws of school; for reciprocity of feeling is one of the laws of nature. Dignity and propriety of conduct form no small part of the composition of a *good* teacher. By this I do not mean that he should be too stiff to salute a little child and pick it up in his arms and kiss it if necessary, though its face is a little dirty. By dignity I mean that which will not permit one to fall to the actions of the clown, or descend to the words of a buffoon. Consistency, neatness and order, all enter largely into the ingredients that form a good teacher. Do we not often see teachers very positive in forbidding certain practices in their pupils, such as smoking, chewing, &c., and scarcely wait till school closes till they themselves do the very same things. While I am not objecting to those practices in teachers I would say, let them be done away from the school-house and if possible out of sight of his pupils. The influence of neatness and order is manifest in almost every department of life. Witness the house wife as her mother was respecting cleanliness, she is almost sure to be. This influence is equally strong in the teacher. That school-room in which the books, papers, benches and desks, are heterogeneously scattered about, tends in its influences to the same mental disorder. All these may appear to be matters of small moment, but he who attempts to teach, disregarding them, fails of success.

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## AGRICULTURE IN OUR COMMON SCHOOLS.

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[The following from the N. Y. Teacher, is suggestive. Will any of the youth of Missouri strive to obtain the premiums offered?—Ed.]

We have received from L. H. Stuart the accompanying papers, which we recommend to the careful attention of teachers, parents and school authorities throughout the country. The district school is the only agricultural college in which practical instruction of this kind can be directly brought home to the millions of youth who must devote themselves to farming and its kindred occupations. As this is the first practical attempt to make this important subject a part of the course of study in our schools, we shall observe the experiment with the greatest interest, believing it to be one of the most desirable objects to give efficiency and availability to the instruction imparted to them.

New York, 1859.

To the Farmer's Club of the American Institute:

Agriculture is one of the universal and fundamental occupations of the human race, but as yet it has received no specific attention in our common schools. By the following method it is proposed to introduce specific instruction in Agriculture in its practical applications and scientific relations to the Farm and the Garden, into these schools.

Each pupil in the higher classes, both girls and boys, will be required to select some one of the various farm or garden products, including all

kinds of domestic live stock and labor-saving implements, as an object of special observation and study, under the direction of the teacher and the eye of the parents at home. This exercise will extend to the selection of varieties, adaptations to soils and climates, planting, chemical composition, observation and processes of development; the whole forming a series of interesting and useful subjects for oral and written discussions during one or more school terms. Each pupil finally summing up results, in an essay to be preserved among the records of the school, a copy of which is to be sent to the parents, and the most meritorious to be forwarded to the Farmer's Club of the American Institute, or to the nearest state or county agricultural society or farmer's club, to be read and preserved in their annual reports. The planting and practical exercises and applications will be conducted chiefly at the homes of the pupils. But little ground will be required for each illustration; general interest and emulation will be excited among scholars and parents, and the most approved methods, varieties and processes will be brought into immediate use and practice throughout the country; thus generally stimulating and adding vastly to our productive agricultural industry, without increasing the cost of instruction in our common schools. There are more than one hundred and fifty thousand of these schools, in which over four millions of children are annually gathered to receive their entire school instruction, under the care of two hundred thousand different teachers. In all of these, this important branch may be readily incorporated with the ordinary course of study, thus directly preparing millions of youths for an intelligent discharge of their duty to themselves and society. In pursuance of this plan, I have just received from Mr. Alfred C. Roe, Principal of the Collegiate Institute, Cornwall, N. Y., an essay on the culture of the red Antwerp raspberry, prepared by one of his pupils, Master Charles Caldwell, aged sixteen years, which I wish to have read before the Farmer's Club of the American Institute and made a part of its permanent transactions, it being the first illustration of an attempt to introduce specific agricultural instruction as a part of our common school course of study. Mr. Roe has engaged an accomplished gardener, now in the service of Mr. N. P. Willis at Idlewild, near his school. He has about fifteen acres of cultivated ground surrounding the school buildings, and will organize, during the coming year, an agricultural department in order thoroughly to test and illustrate this plan in all its details, so as to enable him to demonstrate the best method of conducting instruction of this kind, to be introduced into the schools of our country. It is in the power of this association to lend efficient aid to this attempt, by the encouragement it may properly extend thereto.

H. L. STUART.

*Master Caldwell's Essay on the Cultivation of the Red Antwerp Raspberry.*

In the following article on the red Antwerp raspberry, I wish to present a practical view of the manner in which the plant is cultivated, not founded on any theoretical reasoning but on actual observation and experience. A deep, rich, and rather heavy soil, appears best adapted. though they yield largely on slaty soils also. The land should be very deeply plowed, and heavily manured with coarse barnyard manure, then thoroughly harrowed and furrowed, as for corn making; the hills four feet apart each way. Next, set in three or four plants in each hill, cutting off the tops close to the ground. This throws all the sap into the new shoots, making much finer bushes the following year, and requiring no stakes the first season. It is immaterial whether the planting is in the fall or spring; if in the fall, a shovelfull of compost, say black dirt and manure, thrown on the hill after cutting down, is all the covering they need the first winter. The ground should be kept well mellowed through the season, plowing frequently, turning the furrow from the hill

keeping the grass and weeds well hoed from about the plants. In the early part of November, the bushes are bent down and covered lightly with earth to protect them from the severe frosts of winter, and also from the effects of the March sun and winds. This is done by plowing between the rows to soften the earth, then, bending the bushes gently down and throwing a few shovelfull of earth upon the stalks. The tops should all be laid in one direction, as they are less liable to be broken in taking up the following spring. Early in the spring, while the ground is yet frozen, draw on and spread over the whole ground from thirty to forty ox-wagon loads of long manure to the acre. In the early part of April, the bushes must be carefully raised with forks, the stakes (from five to six feet long) firmly driven into the center of the hills, and the bushes confined to them by tying, two or three ties, according to the height of the bush; and now plow and hoe thoroughly, keeping the ground mellow and free from weeds. The fruit commences ripening the last of June, and is picked daily from four to five weeks. The plow should be run through once or twice during the picking season, as the ground, being trampled by the pickers, becomes hard and the weeds will grow. As soon as the picking season is over, the stakes are taken up and the old bearing wood cut out, thus giving the young wood all the strength of the roots. The ground must now be well ploughed both ways and thoroughly cleaned, and so kept until the time for covering again, when the surplus roots are taken up, and either set out or buried in the earth for spring planting.

The usual price of the plants is \$10 per thousand.

The baskets hold one-third of a quart and cost \$25 per thousand. The picking costs from 75 cents to \$1 per hundred baskets. When filled, the baskets are packed in boxes holding from 50 to 150 baskets each, and thus sent to market.

The yield per acre varies, according to soil and cultivation, from 6,000 to 10,000 baskets, and under very favorable circumstances, has reached as high as 15,000 baskets per acre.

The average price per basket in the New York market in 1857, was 8 cents; in 1858, 8 cents; in 1859, 6½ cents. This is the wholesale price.

In preparing for eating, the flavor of the berries is much improved by washing them in cold water, and allowing them to remain immersed, say ten minutes, before putting in the sugar. This makes them tender and plump.

*Note from Mr. Stuart.*

*Mr. Cruikshank* :—Dear sir,—I desire to announce the following premiums which will be given to the pupils in any of the common schools of this state who may desire to compete for them by preparing the best essays on the plan above specified, of facts collected by themselves on any agricultural or horticultural subject, common to the farm or garden, which shall be certified by their teachers and the school authorities, and forwarded to the address of Solon Robinson, Reporter of the Farmer's Club, Cooper Institute Building, New York city.

For the best essay from a boy, - - - - - \$10

For the best essay from a girl, - - - - - 10

For the second best essay from a boy, - - - - - 5

For the second best essay from a girl, - - - - - 5

For the third best essay from a boy—One year's subscription to the Weekly Tribune, or two volumes of the N. Y. Teacher.

For the third best essay from a girl—One year's subscription to the Home Journal, or two volumes of N. Y. Teacher.

The following premiums will be given to any pupils attending the

Common Schools in any of the United States, other than the state of New York, for the best essay prepared as above indicated :

From a boy,	\$10
From a girl,	10

The premiums will be paid on the award of the following committees: Col. B. P. Johnson, Secretary of the N. Y. State Agricultural Society; Hon. H. H. Van Dyck, Horace Greeley, Hon. S. S. Randall, Prof. Wm F. Phelps, Prof. D. H. Cochran and Solon Robinson.

These essays must be forwarded to the above address, before the first day of December, 1850. H. L. STUART.

## ALPHABET OF GEOLOGY.

Some knowledge of rocks, minerals, and soil, is important to every one, and may be acquired not only without *hindering* progress in other departments of useful knowledge, but may be made subservient to such acquisition. This has led to the preparation of the "Alphabet of Geology" [now in press] and to the arrangement of a cheap *Family and School Cabinet*, which will be made available to all parents and teachers. As many instructors of common and other schools have expressed a strong interest on the subject, a correspondent of the *Vermont School Journal* has prepared a catalogue of the Cabinet, with some brief descriptions of each of the nine minerals with compose the Alphabet, as follows :

### FAMILY AND SCHOOL CABINET.

Nine simple minerals have, with great propriety, been denominated the *Alphabet of Geology*.

These, separate, or combined in the formation of rocks, constitute a very large proportion of the crust or solid part of the earth. The names of these are: 1, quartz; 2, feldspar; 3, mica; 4, carbonate of lime [limestone]; 5, sulphate of lime [gypsum]; 6, clay or argillite; 7, chlorite; 8, talc; 9, hornblende. If to these are added ten of the metals, and four combustible minerals, the list will embrace at least ninety-nine hundredths of the solid part of the earth's crust. Some knowledge of these ought to be obtained, as a part of the education of every person. The name of one or more of these occurs in almost every book or paper perused by the child in his general reading, and often in the text-books placed in his hands. The acquisition of such knowledge may generally, be made as a relaxation from other pursuits, and be a source of amusement, as well as benefit.

The following catalogue, embracing one hundred specimens, contains the most important and essential varieties, except the precious metals, —gold, silver and platina, and the diamond. With the two former of these, every child becomes early familiar, and the others are too expensive to be embraced in *cheap* cabinets.

### Quartz.

The first letter of the alphabet, quartz, is nearly pure silix, or silica. It is the most useful of minerals, except iron, being essential in the formation of all varieties of glass for philosophical instruments, such as lenses, telescopes, and microscopes; also, spectacles, window-glass, glass ware, crockery and earthen ware, brick, cement or mortar, &c. Silica enters into the composition of *most* rocks, and is the principal ingredient of many. Most of the "precious stones" mentioned in the Bible, are principally silix. It is essential to a good soil, and constitutes a portion of many important plants. Silix forms nearly half of the crust of the earth.



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|-----------------------|--|
| No. 1. Common quartz. | No. 6. Ferruginous quartz.               |
| No. 2. Milky quartz.  | No. 7. Crystallized quartz.              |
| No. 3. Smoky quartz.  | No. 8. Black quartz, inclining to flint. |
| No. 4. Rose quartz.   | No. 9. Amethystine quartz.               |
| No. 5. Limpid quartz. |  |

*Feldspar.*

This mineral, the second letter of the alphabet, is very useful, being the prominent ingredient in China-ware and mineral teeth. It is capable of being formed into door-knobs, buttons, &c. It aids in the formation of several valuable rocks, and furnishes important elements to soil.

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|---------------------------|---------------------------------|
| No. 10. Common feldspar.  | No. 13. Flesh-colored feldspar. |
| No. 11. Albite.           | No. 14. Kaolin.                 |
| No. 12. Tabular feldspar. |                                 |

*Mica.*

Mica, the third letter, is foliated, and is known to most children by a false name [issinglass.] It can usually be separated into very thin transparent laminae, or leaves. It is useful for the transmission of light, where glass would be broken or melted.

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|----------------------|--------------------------|
| No. 15. Common mica. | No. 17. Iridescent mica. |
| No. 16. Smoky mica.  | No. 18. Lepidolite.      |

*Carbonate of Lime [Limestone.]*

The fourth letter of the alphabet is a very important mineral. When calcined, it forms quicklime, so important in building, and very useful in agriculture. It constitutes all varieties of *true marble*, for gravestones, ornamental building stones, and statuary. It is much employed for lithographic printing, &c. Carbonate of lime is an essential ingredient in good soils, as it enters into the composition of many useful vegetables. Probably an eighth part of the trust of the earth is carbonate of lime.

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| No. 19. Blue[silicious] limestone.          | No. 28. Statuary marble [Italian.]            |
| No. 20. Striped limestone.                  | No. 29. Black marble.                         |
| No. 21. Variegated limestone.               | No. 30. Dove marble.                          |
| No. 22. Stockbridge limestone.              | No. 31. Calcareous spar.                      |
| No. 23. Sparry limestone.                   | No. 32. Rhomb spar.                           |
| No. 24. Enerinite limestone.                | No. 33. Satin spar.                           |
| No. 25. Water limestone [hydraulic cement.] | No. 34. Calcareous tufa.                      |
| No. 26. Dolomite limestone [magnesian.]     | No. 35. Shell marl.                           |
| No. 27. Statuary marble.                    | No. 36. Agaric mineral.                       |
|   | No. 37. Organic remains in carbonate of lime. |

*Sulphate of lime [Plaster of Paris.]*

The fifth letter of the geological alphabet is of great importance. It is the substance employed to form the molds for casting stereotype plates, making casts of statues, ancient coins, &c.: also the casts sold as toys. A common name is gypsum. It is highly valuable when applied to soils deficient in lime, or sulphuric acid.

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|------------------------|---|
| No. 38. Common gypsum. | No. 40. Selenite (crystallized gypsum). |
| No. 39. Brown gypsum.  |   |

*Clay or Argillite.*

This is the sixth letter of the geological alphabet. Its most important uses are in the formation of brick, brown earthenware, and in aiding to form the best varieties of soil.

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|------------------------|---------------------|
| No. 41. Potter's clay. | No. 42. Claystones. |
|------------------------|---------------------|

*Chlorite.*

This mineral, necessarily embraced in the geological alphabet, is of



little importance in the arts but aids in the formation of an extensive variety of rocks. It is usually dark green and very soft.

No. 43. Chlorite.

#### Talc.

This constituting the eighth letter of the geological alphabet, is important, as aiding in the formation of those classes of rocks in which gold and silver are found. Talc is the softest of all minerals, and can, when pure, be cut with a knife without injury.

No. 44. Common talc.

| No. 45. Green talc [foliated].

#### Hornblende.

Hornblende, the ninth letter, is important only as its aids in the formation of rocks and soils, and furnishes beautiful specimens for the cabinet. It includes several crystalline minerals, known under other names.

No. 46. Massive hornblende.

| No. 50. Common asbestos, or cotton stone.

No. 47. Crystals of hornblende.

| No. 51. Mountain leather.

No. 48. Radiated hornblende, in limestone, [forming, when decomposed of the best varieties of soil.]

| No. 52. Actinolite.

| No. 53. Tremolite.

| No. 54. Pargasite.

No. 49. Asbestos [ligniform.]

Two or more of the preceding simple minerals, when united, constitute many important rocks.

No. 55. Granite,—quartz, feldspar and mica.

| No. 63. Talcose slate,—talc and quartz.

No. 56. Granite, fine grained, [best building stone.]

| No. 64. Steatite,—talc and quartz.

No. 57. Granite, nodular.

| No. 65. Serpentine,—talc, quartz and chrome.

No. 58. Gneiss—feldspar and mica [stratified.]

| No. 66. Novaculite,—quartz and argillite.

No. 59. Syenite,—quartz, feldspar and hornblende.

| No. 67. Porphyry,—principally feldspar.

No. 60. Mica slate,—mica and quartz.

| No. 68. Sandstone,—quartz, lime and iron.

No. 61. Clayslate,—clay and quartz.

| No. 69. Sandstone, clouded.

No. 62. Chlorite rock,—chlorite and quartz.

| No. 70. Burlington sandstone with impressions of *fucoides*, rain-drops, etc.

#### Crystalline Minerals.

No. 71. Schorl.

| No. 76. Garnets, in mica slate.

No. 72. Tourmaline.

| No. 77. Garnets, in hornblende rock.

No. 73. Staurotide.

| No. 78. Idocrase.

No. 74. Epidote.

| No. 79. Macle.

No. 75. Fibrolite.

#### Metals and Ores.

No. 80. Iron [magnetic.]

| No. 88. Manganese.

No. 81. Franklinite.

| No. 89. Copper ore.

No. 82. Hematite, red.

| No. 90. Lead ore [galena.]

No. 83. Hematite, brown.

| No. 91. Zinc ore [blende.]

No. 84. Iron pyrites.

| No. 92. Molybdena.

No. 85. Iron, chromate.

| No. 93. Antimony.

No. 86. Iron, spathic [carbonate.]

| No. 94. Cobalt.

No. 87. Iron, carburet, plumbago.

#### Combustible Minerals.

No. 95. Anthracite.

| No. 98. Cannel Coal.

No. 96. Lignite.

| No. 99. Bituminous Coal.

No. 97. Asphaltum.

| No. 100. Sulphur.

## SCIENCE AND INVENTION.

The recent frightful disasters arising from the explosion of steam-boilers, the destruction of life and the shocking mutilation of limbs on board the steamship *Granada*, and at the blowing up of the distillery at Williamsburg, and at the hat factory at Brooklyn, the catastrophe at the balance-dock at the foot of Pike street, at the ship-joiners' establishment in Ninth street, and the saw-mill in Ray, Michigan, and the fatal locomotive explosion in Marietta, Georgia—all of which have been the subject of comment in our columns during the last month—demonstrate that, with all its advantages, and under the best conditions, the steam engine is a dangerous motor, and make it idle to assert that any excellence of materials, or experience in manufacture, or skill in supervision, can render it altogether harmless.

But for the last hundred years all the ingenuity of thousands of inventors and schemers has been unable to devise a substitute for the steam engine, or to produce anything capable of supplying its place in whole or in part, until the recent practical introduction of Ericsson's Caloric Engine. It is alleged that this motor is entirely safe: and this point is so well established that the use of one does not raise the rates of insurance. This commercial test of safety is demonstration. It is further alleged that the engine consumes very little fuel—saving about 33 per cent. of that consumed by a steam-engine of the same power. Another advantage asserted for this motor is that it requires no engineering supervision, but may be managed by a few minutes' attention of the person using its power. With these claims, it must be admitted that the Caloric Engine of Captain Ericsson has established a position as a motor that renders it a most interesting subject of investigation; and we have sought and obtained from reliable sources, information in regard to it which cannot fail to excite interest among all persons having occasion to employ power.

We learn that more than three hundred of these engines, varying in dimensions from a cylinder of 6 to one of 32 inches, are now in successful practical operation. Many of these are employed as domestic motors in pumping water. A large number, chiefly 18-inch cylinders, are performing a similar office at railroad stations. Mr. Vibbard, the General Superintendent of the New York Central Railroad, after having had five of these engines in use at water-stations for several months, reports officially over his signature as Superintendent, that they perform an "incredible" amount of labor "for the small quantity of fuel consumed." One of them at the Jordan Station, he says, performs the labor of four men, at an expense of 96-100 of one cent per hour; and one at the Savannah Station does the labor of five men, at a cost of eleven cents per day, making a saving of over \$120 per month. "We have decided," he says, "to use the engines at all stations where we are compelled to supply locomotives by pumping." An engine of the same size at the Newmarket Station, on the New Jersey Central Railroad, raises 33,000 gallons of water at the cost of less than nine cents a day, or 53 cents for six days, as appears from the certificate of Mr. Overton, the Roadmaster.

For driving printing presses, the Caloric engine has been found equally useful. Fifteen daily newspapers in the United States are now printed by it, and we need not add that a daily paper calls for a motor that is economical, efficient, and in all respects reliable. The engines thus employed are of 18-inch and 21-inch cylinder.

Engines of 24-inch and 32-inch cylinders are used in raising grain at railroad stations, and merchandise in large stores; in pulverizing quartz,

splitting leather, propelling sewing machines, pulping and hulling coffee, ginning cotton and crushing sugar cane.

The 24-inch engine has also been successfully applied for ship's use, in pumping, loading, and discharging cargoes, warping ships, handling the anchor, and for many other purposes now calling for manual labor. Such an engine on board the ship Wild Pigeon, recently excited so much interest at Caldera, Chili, as to lead to an order, within the last week, for five engines of the largest dimensions, for that port. Many engines have been sent to Cuba, where they have been successfully applied to various uses. A double 24-inch engine runs away with a cotton-gin with more than seventy saws. It is on an estate in the vicinity of Havana that a double 32-inch engine is now being applied to a can mill; and double engines of 48-inch cylinder are now in the process of construction for the same market. An engine of 60-inch cylinder has been ordered for a vessel for the West India coasting trade, and will be put in hand immediately on the completion of the 48-inch engines. Since the successful introduction of these engines in Cuba, an order has been issued by the Governor-General, forbidding the erection of any more steam engines in the city of Havana, or in any town on the island.

It is found that with every increase of dimension, the power of the engine is more than proportionately increased; and while the engine has been, from time to time, enlarged from 6 to 8, 12, 18, 24, and 32 inch cylinder with complete practical success, there is no reason to believe that the 48 or 60-inch cylinder will express the limit of available and economical power. It is sufficient to say that this limit is not yet ascertained, and that actual results indicate that it has not been approximated.

Several of the largest machine-shops in the United States are now engaged in the manufacture of those engines, under licenses from the patentee. Among these we may mention the establishments of I. P. Morris & Co., of Philadelphia, the Newark Machine Company, of Newark, N. J., Clute Brothers, of Schenectady, and Wm. Kidd & Co., of Rochester, in this State, and Nourse & Caryl, of Boston. Mr. John B. Kitching has established a general agency for the engine in this city, where he sells machines of his own manufacture, and those of the manufacture of other licenses. The enterprising Spanish house of Pesant Brothers have the exclusive control of the patent for the Spanish West Indies. Beside the engines now in operation, and those which the licensees are building for their own trade, one hundred and thirty engines are now in the course of construction for a single agency.

It is but an act of justice to the Caloric Engine to state that the claims that are made for it of entire safety and great economy, seem to be abundantly sustained by competent testimony, and we do not forget that the only competent testimony in the case is that of men who have themselves employed the engines, or watched them diligently and intelligently in the actual performance of their offices. Such testimony is that of Professor HENRY, officially made to the Lighthouse Board, to the practical operations of an 18-inch Caloric Engine in its application to Daboll's fog whistle or trumpet. He says: "It [the Caloric Engine] is very simple in construction, easily put in operation; easily worked, and not liable to get out of order. The quantity of fuel required to supply the necessary amount of motive power is too small to be considered an item of importance. The furnace holds about a peck of coal, and no addition to the fire was made during the time the committee was making the examination, though the engine was constantly in motion for several hours. But the properties which more particularly recommend it for the purpose of signals are, that it offers *not the least danger of explosion*, and no water is required for its operation."—*N. Y. Tribune*.

## PARENTAL INFLUENCE.

The man who raises a family of children, trains them in habits of sobriety, and moral rectitude, gives them a liberal scientific and literary education, and prepares them for becoming good useful citizens, may never acquire a large fortune, and perhaps may be obliged to struggle hard with pecuniary embarrassments in meeting his expenses; but he will have the satisfaction of having done one of the best things that a man can do. And this accomplished is far more creditable than to acquire a vast amount of riches, to conquer a nation, or to re-build a destroyed city. The wealth of a Girard, an Astor, or a Rothschild, is a mere bauble compared with the honor that is due to such a parent. The man whose mind is constantly bent on the acquisition of property may, in time, estimate his wealth by the hundred thousand dollars value, but if he raise a family of children that will be fit to be trusted with the estate that he will have to leave to them, he will indeed exhibit a noble instance of good home education.

It is a notorious fact that the children of the rich and great are often vain, trifling, and dissipated. And why is it so? Their moral culture has been neglected. When the mind constantly dwells upon banks-stock, bonds, and the rise and fall of property, its possessor is ill qualified for the proper moral training of those under his care; moreover, such a person has but little time, and he feels but little inclination to attend to juvenile wants and necessities. He feels that he cannot relax his dignity so much as to perform those small duties which are needful to the right development and direction of the youthful mind. When children grow up under such circumstances, their selfish, stupid, or depraved inclination soon begins to manifest itself; and then they seek after its gratification by such means as they possess; perhaps they indulge in profligacy at the expense of a unwary parent. Or, if restraint be applied, it is only such a crafty mischief delights to break through. If restraint procure submission, it is accompanied with a sullen and secret resolve to make ample use of liberty when obtained. When young men and young women grow up under such ill training as this, the life of their parents will seem to them a season of bondage; and if they leave property to them, the impious youngsters cannot thank them for it, but they thank death for taking away their parents that they may seize upon their estate, expecting then to procure for themselves the gratification of all their inclination. How few of those whose ambition it is to be rich, ever consider that they are accumulating property only for reckless heirs to squander in vain extravagance.

Old age is very appropriately termed "second childhood." It is a time when strength, vigor, and intellect fail. Who then shall minister to the wants and infirmities of declining years? When the proper training of children has been neglected, or they have not had from their parents that countenance and assistance with their youth and ignorance of the ways of the world required, it cannot be expected from them. No pecuniary compensation will ever purchase that kind attention and tender sympathy which is so grateful to feeble old age, and which none but youthful and affectionate sons and daughters can bestow. When parents have properly directed the moral habits of their children, prepared them for working their way successfully through the world, and cultivated harmony and good feeling among them; then they may hope for comfort in their declining years, and filial respect will prompt their sons and daughters to extend to them all the care and attention that they may need; and thus they will repay to toil and expense of the education of their youth.

Love of home, and the scenes of youthful days, is more or less innate in every person, and it is a most excellent trait of character. Let the home of childhood, therefore, be rendered so pleasant and agreeable that no place more congenial can be found. Then if curiosity to see more of the world, and a desire for companions and enjoyments different from those there found should induce the youth to leave his parental roof, the remembrance of a happy home will, in time, prompt him to return again to share its joys, and to testify filial respect to an affectionate father and mother. Well may we venerate the successful teacher of youth, but more ought we to venerate the parents who have faithfully performed their home duties. Good homes are more needed than good schools.—*G. D. Hunt, in Wisconsin Journal of Education.*

### THE EDUCATION OF TEACHERS FOR THEIR EMPLOYMENT.

"In every age, among heathen, the necessity has been felt, of having good schoolmasters in order to make anything respectable of a nation. But surely we are not to sit still and wait until they grow up of themselves. We can neither chop them out of wood, or hew them out of stone. God will not work any miracle to furnish that which we have the means to provide. We must therefore apply to our care and money to train up and make them"—*Martin Luther.*

"The best plan of instruction cannot be executed but by good teachers, and the State has done nothing for Popular Education, if it does not watch that those who devote themselves to teaching, *be well prepared*; then suitably placed, encouraged and guided in the duty of continued self improvement, and lastly, rewarded in proportion to their advancement.

"In order to provide schools with masters, competent and conscientious, the care of their training must not be left to chance; the foundation of Teacher's Seminaries must be continued. I place all my hopes, for the education of the people in these Seminaries."—*Cousin.*

"Those seminaries for training masters are an invaluable gift to mankind, and lead to the indefinite improvement of education. \* \* \*

"These training seminaries would not only teach the masters the branches of learning science they are now deficient in, but would teach them what they know far less,—the didactic art,—the mode of imparting the knowledge which they have or may acquire; the best method of training and dealing with children, in all that regards both temper, capacity and habits, and the means of stirring them to exertion and controlling their aberrations."—*Lord Brougham.*

The wants of properly qualified teachers is widely felt, and then absence of all arrangements for securing the necessary supply, is the principal defect in our system.—*Hon. J. Barnard.*

"The method, which obviously suggest itself for giving efficiency to teachers, is the establishment of institutions for their specific education; or,—to use a name which has already obtained currency,—Normal Schools. It would be only in harmony with the principles which regulate our conduct, with respect to the other professions. Schools and Colleges are established for the specific training of surgeons and physicians. \* \* \* Students for the bar receive the requisite instruction in the chambers of pleaders or conveyancers. There are military schools, and naval schools, and schools for the fine arts. It seems only filling up a vacant niche in the social edifice to establish schools for the education of teachers."—*Lalot, the author to whom the prize of one hundred*

guineas was awarded, for the best Essay on the expediency and means of elevating the profession of the Education in society.

"The vocation of a teacher, in its influence on the character and destiny of the rising and all future generations, has not been fully understood or duly estimated. *It is or ought to be ranked among the learned professions.* \* \* \* \* \* *"I therefore recommend SEMINARY FOR THE EDUCATION OF TEACHERS."*—*De Witt Clinton.*

"The establishment of these Seminaries [Normal Schools] is an object worthy the attention of the Legislature as a valuable measure of laying the sure foundation for supplying all our primary schools with an adequate number of teachers. It is recommended that the work be commenced by the dividing the State into a convenient number of Normal School districts."—Report of 1840 of the Secretary of State and Superintendent of Common School of Pennsylvania.

"We need an institution for the formation of better teachers; and, until this step is taken, we can make no important progress. The most crying want in this Commonwealth is the want of accomplished teachers. \* \* \* Without good teaching, a school is but a name. An institution for training men to train the young, would be a fountain of living waters, sending forth streams to refresh present and future ages."—*Dr Channing.*

"The interest of popular education in each State demand the establishment of a Normal School, that is, a *Teachers' Seminary and Model School*, for the instruction and practice of teachers, in the science of education and the art of teaching."

"The course of instruction in the Teachers' Seminary should include three years, and the pupils be divided into three classes, accordingly.

"The necessity of specific provision for education of teachers is proved by the analogy of all other professions and pursuit."

"Such an institution would serve as a standard and model of education throughout the community."

"Such an institution would produce concentration of effort, its action would possess the vigor which strong sympathies impart; and it would tend to a desirable uniformity in books and modes of teaching."

All experience (experience which we generally appeal to as the safest guide in all practical matters,) has decided in favor of institutions sustained by the government for the education of teachers."—*Prof. Stowe.*

"In order to have first rate teachers; they must be trained for their employment, and for this purpose, one or more Seminaries, devoted to the object are necessary."—*Rev. T. H. Gallaudet.*

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THE NECESSITY OF LABOR.—The notion is false, that genius can secure its aims without labor. All the great minds who have left their marks upon the history of the world's progress have paid for their success and notoriety by the price of remitting toil and labor. Napoleon Bonaparte worked hard and incessantly, and has been known to exhaust the energies of several secretaries at one time. Charles XII of Sweden frequently tired out all his officers. The Duke of Wellington was the hardest working man in the Peninsula; his energies never flagged. Milton, from his youth, applied himself with such indefatigable application to the study of letters, that it occasioned weakness of sight, and ultimate blindness. The labor of Sir Walter Scott is evident in the number of his literary productions, and it is apparent to every reader that the immense masses of general information which abound throughout his multitudinous works can only have been acquired by dint of many years



hard study. Byron was in the habit of reading even at his meals. Luther made it a rule to translate at least a verse of the Bible every day. This soon brought him to the completion of his labors, and it was a matter of astonishment to Europe, that in the multiplicity of his other labors, besides traveling, he could find the time to prepare such a surprising work. Newton and Locke pursued their studies with tireless effort, and Pope sought retirement, so that he might pursue his literary operations without interruption and distraction. Industry is essential to all; by forming the habit of doing something useful every day, a man increases his own amount of happiness, and enlarges that of others about him. Many a one, by a judicious use of the old moments, those little vacancies in every-day life which occur to all, have rendered themselves famous among their fellows. Nature is preserved in its proper working condition by constant exertion, and man, to keep in a healthful condition of mind and body, must exert his mental and physical faculties; the constant employment of the first will give the mind strength of character, so that it is capable of thinking on any subject at any time, and by active bodily exertion he preserves his health. The Marquis of Spinola once asked Sir Horace Vere "of what his brother died." "He died sir," replied Sir Horace, "of having nothing to do." "Alas, sir," said Spinola, "that is enough to kill any General of us all."

From the Seminary Bell.

#### EDUCATION.

Education is not confined to any one class of individuals, but is universally diffused throughout the masses, so that the poor reap its benefits as well as the rich. It is not to be obtained by a close application to books alone; they are only aids to the attainment of this much to be desired object; they are *only aids*; if we rely upon them entirely, our purpose will be defeated. We are assisted in our education as much by a close observation of men and things, and by studying nature, as we are by books. In fact, it is progressing so long as we sojourn here. Its advantages are too numerous to mention. What cannot be accomplished by it? How much has already been done? It has enabled the geologist to analyze the earth; the astronomer to traverse the starry heavens, to compute the distances of the stars, to ascertain the motions of the earth; it has filled our homes with books and periodicals. By it the literature of former ages has been preserved, in which are recorded the heroic deeds and lives of great and good men. By it we become acquainted with the history of our own and other countries, and the various improvements that are going on in the arts and sciences. Also, news fly from place to place, on wings that are swifter than the wind. The iron horse speeds alike through city and wilderness, safely bearing its precious freight of life.


It tends much to the elevation of society, both morally and intellectually. It has been said, educate a man, and you keep him from crime. So it is; for where do we find a community of well informed persons who are vitiated in their tastes, or obscene in their habits.

To strive with all our ability to reach the topmost round of the ladder of "science," is a duty we owe ourselves, our fellowmen, and our God; a duty we owe ourselves, because with it we can spend this life with much greater profit than without; a duty we owe our fellowmen for, by possessing it, our facilities for doing them good are greatly increased; a duty we owe to God, for he has given us minds susceptible of improvement, and has commanded that we improve the talents which he has given us.

MAY.



## Editorial Department.

 All communications and business letters should be addressed to "MISSOURI EDUCATOR, Jefferson City, Mo."

### MISSOURI EDUCATOR—END OF VOL. II.

With this number closes the second volume of the MISSOURI EDUCATOR. As the time has approached it has been a question with the proprietor whether he would longer publish it; and with the editor, if he did, whether he would longer continue to edit it. To the former it has been a losing enterprise, even though the latter has been inadequately paid for the labor bestowed upon it, much less for the time that *ought to be devoted* to such a journal. Teachers enough there are in Missouri to make an educational monthly interesting, useful, and a *paying concern*; but in all these particulars it has fallen short. The editor is constrained to acknowledge that the blame is partly his. In taking charge of the EDUCATOR he did not expect that his duties as Private Secretary of the Governor, would involve the amount of labor they have. He did not expect so many sessions of the General Assembly, nor anticipate the necessity of such incessant labor during a session. The result has been neglect—inevitable neglect of the EDUCATOR. The amount of editorial labor necessary could not be done at all; and that done could not always, nor often, be done seasonably. This explanation is due to the editor, who is as well aware of *his* short comings as others can be.

The editor, however, no longer holds the position of Private Secretary, and, therefore, is left free to faithfully discharge the duties incident to his other engagements; and as it has been decided to *try it another year*, the editor hopes, in that time, to redeem his reputation as an editor; and the proprietor promises to do his duty, whether teachers and the friends of education do theirs or not. The latter *may do several things* by way of lightening our burdens. They can contribute to the pages of the EDUCATOR, and thus enrich its columns and extend the range of its sympathies. They can obtain subscribers, and thus extend its usefulness. They can pay, and *pay promptly*, and ask others to do the same, and thus help to lessen a dead weight, (speaking in a financial sense,) if they do not even make it pay its way, as it ought to, and can be made to, if half the teachers in the State will do *their duty* in these particulars. *Will they TRY?*

We undertook to keep up a mathematical department, but after submitting a few problems learned that additional types were necessary; also cuts. The cuts needed immediately were procured and arranged.

ments made for the future. Type was also obtained—it was supposed, all that was necessary—and we expected this month to “clean up” and go ahead; but, too late, it was found that “sorts” were yet needed, and hence another delay is inevitable. We *will* be prepared for the MAY number, and we may as well announce now that Mr. JAMES T. CLARK, Principal of the JEFFERSON CITY ACADEMY, will have charge of the “Mathematical Department,” which arrangement cannot fail to make it interesting to those who have a taste for exercises in the several branches under that head.

Prof. J. L. TRACY will continue his labors in the field, mingling with schools and county institutes, and will henceforth be a regular traveling correspondent and agent.

Now, let us all try and see if we cannot place the EDUCATOR “upon its feet.” *It can be done!* It ought to be done! It sh—  
May we dare to promise *imperatively*.

We want to hear, *immediately*, from all of our subscribers who are in arrears.

## Literary Notices.

“LITTLE SONGS FOR LITTLE PEOPLE” is the title of a duodecimo volume of over four hundred pages, large, clear, print, published by ANSON D. F. RANDOLPH, 683 Broadway, New York city. As its title indicates, it is filled with “little songs for little people,” embracing every variety of subject, both “grave and gay”—religious, sentimental, and all the way down to “feeding the chickens,” “robin redbreast,” “the grasshopper and the ant,” etc. There can hardly be a sympathetic cord in the childish breast that does not find its echo in this admirable selection of “little songs.”

“BROOK FARM: *The Amusing and Memorable of American Country Life.*” This is the title of a duodecimo volume of 208 pages, large print, on an excellent paper, cloth bound. It is made up of brief narratives of events in the early life of the writer. It is divided into twenty-eight chapters, beginning with “the farm,” and including “the orchard; haying; the shanty fight; the mired ox; the rebel peacock; duck shooting; the midnight tramp,” etc. Its topics are, and profess to be, “mere sketches of the salient points of American farm life,”—the “bits of Nature,” which fasten themselves on a youthful imagination.” As such, half grown men and women will read them with unflinching interest.

THE DAUGHTER AT SCHOOL; By REV. JOHN DODD, D. D.—fifth edition. Northampton: HOPKINS, BRIDGMAN & Co. As indicated, this is not a new work; nevertheless, it is a good one, abounding as it does in advice worthy of the attention of every school girl, and relating to almost every conceivable topic upon which an author can give advice. All daughters, whether at school or at home, may profit by the perusal of this book. It is a volume of 256 pages, on good paper and excellent print.

"QUESTIONS ON THE LIFE OF MOSES;" and "A QUESTION BOOK ON THE LIVES OF THE PATRIARCHS," are two small volumes of the size of the "Union Question Book."—Author and Publishers same as above. No work of this character, we all know, will be *universally* approved. We shall, therefore, content ourselves by saying that their theological complexion is that known as "Orthodox."

LECTURES ON NATURAL HISTORY: *Its relations to Intellect, Taste, Wealth and Religion*; By P. A. CHADBOURNE. New York: A. S. BARNES & BURR. This is an octavo volume of 160 pages, large, open print. Its title is its best advertisement. The object is to show the importance of a knowledge of Natural History as a part of the ground work of an education. We agree with the author in the opinion that acquirements in Natural History are too generally undervalued; that it ought to form a part, and not an inconsiderable part, of the education of every one; that nature and revelation ought to be studied together.

ARITHMETIC FOR HIGH SCHOOLS: *Containing the Elementary and the Higher Principles and Applications of the Science*; by JAMES B. DODD, A. M., Prof. of Mathematics and Natural Philosophy in Transylvania University. New York: PRATT, OAKLEY & Co., 1859.

The first ten chapters of this work, with an Appendix containing Geometrical Definitions and Practical Mensuration, constitute the author's revised Elementary and Practical Arithmetic. Additions have been made by which it is adapted to the higher as well as an elementary education in this science. The concluding Chapter is devoted to Mathematical Probabilities and their application to Life Annuities and Life Insurance. It is unnecessary to commend this book to those who know Prof. Dodd, either as an author or teacher. It is an octavo of 336 pages.

ELEMENTS OF GEOMETRY AND MENSURATION, by the same author and same publishing house, is an octavo of 338 pages. *Orderly arrangement, simplicity, exactness, and completeness*, are the qualities sought to be combined; and the author's efforts have been crowned with success,

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OZARK WEEKLY BANNER, is the name of a paper, now a few weeks old, published in Ozark, Christian county, Mo., by JAMES C. SHOOK. It is a small but neatly printed sheet, and, with a small amount of advertising, contains as much reading matter as most country papers of larger size. Politically it is Democratic.

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THE IRONTON FURNACE, published at Ironton, Iron county, by JAMES LINDSAY, Esq., has greatly extended its dimensions—in anticipation, we suppose, of a summer "heat." The Furnace is doing much to bring the South East and its exhaustless mineral resources into notice.

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 COLE COUNTY TEACHERS' ASSOCIATION.
 

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It will be remembered that the annual meeting of the Cole County Teachers' Association is to be held in Jefferson City, on May 24th, 25th and 26th, during which there will be a course of Institute exercises. The Executive Committee have assigned duties to the members as follows:

Prof. W. D. Fielding, Language;	Mr. M. L. Hill, Arithmetic;
Mr. G. N. Murphy, Grammar;	Prof. J. L. Tracy, Orthography;
Mr. L. L. Hartman, Geography;	Dr. A. Peabody, Composition;
Mr. Jas. T. Clark, Algebra;	Miss Lizzie Cheesman, M. Arith.;
LECTURES.	
Prof. Fielding, Chronology;	Mr. L. Hill, History;
" Tracy, " "	Dr. A. Peabody, Physiology;
Hon. W. B. Starke, Common Schools	L. L. Hartman, Astronomy.
in Missouri;	
Jas L. Clark, Geometry and	
Trigonometry;	

It is hoped that the teachers of the county, and the friends of education hereabouts, will be present and contribute as much as possible to the interest of the occasion. Their presence, even, will help. Teachers from neighboring counties are respectfully invited to be present and to participate in the exercises.

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 LIVE SCHOOL MASTERS NEEDED.
 

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A friend has sent us a specimen of literature, or rather an evidence of scholastic attainment, that is thought worthy of publication. It shows that the schoolmaster is needed in our friend's portion of the State; but not more, we suppose, than in many other places. Official advertisements are often posted in which the ordinary rules of orthography are less carefully observed, and in which the thoughts of the writer are more obscured. We never see them without feeling that they ought to be smeared with "*lam black*." Here is the specimen:

One galon of varnish  
 One galon of turpentine  
 table hinges  
 Sandpaper one 5  $\frac{1}{2}$  oger  
 Screw driver  
 One cag of white lead  
 Some lam black  
 One vinegar cag  
 tin for Safes  
 5 lb of 6 pennys nales  
 and some 4 pennys nales  
 10 yards of brown muzlin  
 6 yards of blew calico  
 2 yards of lite calico  
 1 yard of bleached muzlin  
 3 yard of red flanon  
 1 Scane of coten yarn number 10  
 1  $\frac{1}{4}$  of Copers

VERMONT SCHOOL JOURNAL.—The Educational Journal published in the little State of Vermont, has, during its first year, which ended in March, printed an edition of fifteen hundred copies. It exhibits enterprise and industry, and with the tenth number was enlarged. It enjoys the advantages of an extensive list of contributors—teachers who are alive to their vocation, and earnest in their efforts to improve themselves and the profession generally.

If the teachers of Missouri were generally as wide-awake as those of Vermont seem to be, we would feel that the publication of a journal, devoted to the educational interests of our State, was not altogether an up-hill business.

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IOWA COUNTY INSTITUTE ENDOWED.—An act has been passed by the Legislature of Iowa granting fifty dollars annually to each county that may hold an Institute for six working days, the sum named to be devoted to paying the expenses of such Institute. Not less than thirty teachers are to participate in the exercises, to entitle the association to the benefit of the act.

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CEDAR COUNTY.—The School fund of Cedar county, arising from the Swamp and Township Lands, a friend informs us, amounts to \$33,000; besides which the county receives annually from the State revenue \$1,800, Fifty dollars per month is paid to the teacher employed at Stockton, the county seat. A County Teachers' Association was organized last February.

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#### DAVIESS COUNTY TEACHERS' INSTITUTE.

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Pursuant to previous notice, the Teachers of Daviess county assembled at Gallatin, on the 24th day of March, for the purpose of organizing a County Teachers' Association.

On motion, Mr. Charles Place, was appointed Chairman, and Henry F. O'Neill, Secretary.

Mr. Lenderson then presented to the meeting the Constitution of the St. Clair County Teachers' Institute for consideration, and moved its adoption.

A vote was then taken upon the articles separately and collectively; and it was resolved that said Constitution be adopted.

Attention was next directed to the election of officers, which resulted as follows:

For President, Charles Place; Vice Presidents, E. W. Lenderson and J. M. Parks; Secretary, Henry F. O'Neill; Treasurer, J. T. Coulson.

On motion that the Chair be empowered to appoint a committee to select subjects and to appoint to the members of this Institute their several parts to be performed at, and procure lectures for the next meet-

ing. E. W. Lenderson, J. M. Parks and E. Small were appointed said committee.

It was then moved that the proceedings of this meeting, together with the Constitution, adopted be presented to the Weekly *Western Register* and the *Missouri Educator*, with request for publication.

On motion the meeting adjourned to meet on the second Saturday in May, at ten o'clock A. M.

CHAS. PLACE, *Chairman*.

H. F. O'NEALL, *Secretary*.

We omit the Constitution adopted, for the reason that it has already appeared in the columns of the *Educator*. We are glad to see this evidence of an increasing interest in the cause of popular education in that garden spot of Northern Missouri, Daviess county—one of the best as well as one of the most beautiful counties in the State.

### HOWARD TEACHERS' ASSOCIATION.

This body held its second quarterly meeting, pursuant to adjournment, in the town of Franklin, on the 30th March.

There being but few members present, it was moved and carried that the meeting adjourn till Saturday, 31st.

Rev. Mr. Lucky was selected as the Speaker of the evening, and delivered an eloquent address on education.

SATURDAY, March 31st.

The preliminary business being disposed of, Wm. E. Singleton read an essay on *School Government*. The essay was calculated to interest all who heard it. He was followed by A. D. Cameron—subject: *How can the teacher gain the co-operation of his patrons?* This essay was highly lauded—showing both deep and close thought and research.

During the afternoon session C. Tompkins delivered an essay on the subject: *Connection between schools of different grades*.

An animated discussion was introduced by Mr. Singleton—subject: *How can scholars be stimulated to study?*

The following resolutions were then adopted:

*Resolved*, That this Association recommend to the teachers of this county to form themselves into a class at each meeting, for the purpose of receiving and giving instruction in various branches of education.

*Resolved*, That the instruction of said class shall not be connected with the Association.

*Resolved*, That the act of joining said class shall be voluntary on the part of its members.

*Resolved*, That spectators shall not be admitted into the class-room without the consent of all the class.

*Resolved*, That the thanks of the Association are due Prof. Lucky for his noble efforts in behalf of this Association.

*Resolved*, That the thanks of the Association are due the citizens of Franklin for the hospitality extended to the members present.

The Executive Committee reported, and duty was assigned to the members to be performed at the next meeting.

After an interesting meeting the Association adjourned to meet again at Glasgow, on June 15th and 16th.

WM. T. LUCKY, *President*.

C. TOMPKINS, *Secretary*.

For the Missouri Educator.

## MURDER OF WESTERN INNOCENTS.

It would be ridiculous for an obscure teacher writing for a frontier journal, to attempt a reply to what has been proclaimed in the most popular of American Monthlies with the ictus of the Atlantic Club. It would be like David's going out to meet Goliath with Providence on the other side. Or like casting the straw of individual opposition against the tide of Anglo Saxon progress. Fortunately duty and conscience do not call me to any such thankless talk. Dolorosus, was, undoubtedly, in a bad way. Nothing but heroic treatment could possibly reach him. I have no notion of calling him an abused man. Indeed he may consider himself fortunate that he had to receive no severer shocks to arouse him from his stupor and stupidity. But it does not follow that what will cure the numb palsy will be good for the Saint Vitus' dance. Or that what will prevent the murder of the Innocents in the East will not prove infanticide in the West. There can be no objection to deducing general rules from observation and experience, provided the observation and experience are not too narrow and superficial. The graduates of an Irish medical institution received this as a parting injunction: Observe well the effects of your doses, and make your own rules of practice. Pretty soon one of them was called to see an Englishman and a Scotchman, both of whom had the cholera. He treated them exactly alike. The one died and the other recovered. So the Doctor wrote down as his first rule of practice: "What will cure a Scotchman will kill an Englishman."

Dolorosus, if I remember right, was a clerk or banker, who had inherited gout and dyspepsia in large quantities, and by constant sitting and uninterrupted melancholy had succeeded in transmitting them undiminished in quantity and chronic in quality. Now, to take the rules by which his children should be educated, and attempt to harness a western school into them, is a greater absurdity than the Doctor's "First rule of Practice." Our western children inherit a restless physical activity with, of course, an aversion to sedentary employments; a scheming rather than a studious disposition, and a longing for daily newspapers rather than for immortal books. Is it likely that the children born at Pike's Peak this spring will ever study themselves to death? The Flat-Head Indians will just as much.

A true nobleman's son inherits more culture than the backwood's boy can ever acquire. If the former should not stimulate his already active mind into abnormal activity, it is just as certain that the latter should not allow the nobler part of him to lie dormant through life. The two need not look for danger in the same direction. One would exercise more muscles and gain more strength sitting, or *hanging* rather, upon the three legged stool which now-a-days takes the place of the superannuated dunce-block, than the other would in the very best gymnasium. One locked in a dark closet would find more room for physical development than the other would let loose in the Mississippi valley. In mental activity just the reverse is true.

A western boy may apply himself too closely and study too intensely; yes, and he may be struck by lightning too. The dangers are about equal, I think. There are a hundred and fifty "innocents" in my school that I should like to see "murdered" by being kept too long quiet or too incessantly studying. If any body thinks it can be done, he is the very man I want to see. Nature put her veto on that measure before it entered the school-master's head.

"Well," you say, "this is as it should be; body first and mind after-



wards." Right in one sense and wrong in another. Right if you mean that without a good physical, the mental can never reach its highest development, and as the body begins to grow first it should receive the first attention. But wrong if you mean that a perfect body is more desirable than a perfect mind, or that real mental culture should, at any time, be sacrificed to muscular training. "Ah," you say, "I'd rather my boy would have a perfect constitution and know nothing, than to know everything and be weak and sickly." That is, you would rather he would be a jack-ass than an Alexander Pope. I am quite sure that sturdy beast is far more vigorous than the sickly and deformed poet was. The body is of value only in so far as the soul can make it useful. Culture is the highest good here. As culture comes at best but slowly, and its perfection awaits us only at the end of very many long years of vigorous and incessant labor, we must use this house we live in with care, or it will decay and fail us before we have finished our work and made ready for our departure. It is from this fact, and not from any absolute worth, that health and vigor become so invaluable.

Our youth possess this physical strength, and it is for them a magazine of power. Parents and teachers have only to take care that they use it in accomplishing the great work of life, and use it judiciously, lest it become exhausted while the work is yet unfinished. All this I was doing as best I knew how, when that private advice to poor Dolorosus was made public. Straightway a panic spread over the West. "Murder! murder! and of the *Innocents* too! Arouse ye freemen!" Yes, I say arouse too; for it is a terrible thing to die a fool. Things are not as they were. Then, require what we thought in conscience ought to be done, and it was too little. "These pupils should have gone farther and been more 'thorough.'" Now require anything, and here come first the parents, then the school committee with upraised fingers; "beware, murderer of the innocents, punishment awaits thee." A word in reply. First, I do not believe that innocence and ignorance go together. Secondly, I will cheerfully agree to suffer condign torments for all the murders here committed, if I can only receive assurance that I shall not be called upon to answer for the ignorance of those rascal boys who play truant from school and the ancient Henry in it.

St. Louis, February 28, 1860.

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### "HOW SHALL I WRITE?"

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#### THE STUDENT'S GREATEST TROUBLE.

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Much has been said and written concerning *Composition*, but we have never seen any thing more to the point, or more happily expressed, than the following contribution to the January number of the *Vermont School Journal*. We commend its suggestions to the attention of both teachers and students:

Perhaps there is no one necessary branch of education that causes more complaining among academic students than composition writing. While they understand the important part it bears in a thorough discipline, there still seems to be nothing more disagreeable to them, than the labor of clothing their ideas with a material body.

Instead of taking up cheerfully what they now find to be something of a burden, but which will prove to them a great benefit, they, not thinking of the old adage,—*"Practice makes perfect,"* heap bug-bears upon it too numerous to mention, and then groan when they must

lift it all. Instead of drinking, at first, an insipid dose, which will make the mental powers more healthy, they make it more disagreeable by mixing into it all sorts of bitter drugs, and then complain because it is so disgusting to the palate.

If they could start off in the composing line like Crockett's puppmkine, and grow so fast that all creation on horseback should not be able to outstrip them, they would be comfortably satisfied; and, because they cannot do this, they quite forget that "Rome was not built in a day." Let such students go out to the mountain glen, and console with sympathy the little rill, because it is not able to expand itself, even then, into an ocean. Let them pity the brook, because it must, for a long time, leap over precipices, gurgle through rocky catacombs, roam in the evergreen forest, and meander upon the plain, before it can boast a place in the mighty deep. Let them mourn over the little child, because it must first creep, and then support itself by a chair and table, before it gain sufficient strength to go alone.

Why, it is absurd to think one ought to accomplish, with little exertion, what Milton and Shakspeare, Scott and Byron, Blackstone and Greenleaf, Webster and Choate, labored years for! It is an insult to nature to hope, or suppose, she would give, all at once, to this generation what she has heretofore dealt out scantily when earned! But the student thinks of none of these things. He only finds time to grumble at his own hard lot, and to envy, and congratulate his class-mate who, by dint of long-continued exertion, has succeeded in forming a habit of, or relish for, exercising the pen. To him he often applies with the query,—*"How do you go to work to compose so speedily?"* as if his imagined amateur could give a receipt, like those advertised humbugs of the day, entitled:—*Aneasy style of composition acquired in one week*, or something of that sort; when the poor, envied spider can only tell how long his web has been spinning. Should he attempt, however, to lay down a set of rules, he would speak of *practice* and *perseverance* as the foundation, and then, very likely, build upon that, in this way:—

I. When you write for improvement, do not fail to choose a subject; for, if it is necessary that he who would become a "keen rifle-shot," should have a particular mark to aim at, it is surely necessary for the student to point at something when he writes.

II. Reason upon your chosen theme, and make the broadest assertion truth will admit of, and the very broadest you dare attempt to prove;—for you, like the pleasure-voyager, are out for adventure, and should lay your cruise as far as your bread and water will allow.

III. Arrange your proof, generally, in three parts; never more, and seldom less; and let your proof correspond with your subject as to strength;—for your anchor and cable should correspond with the size of your ship;—and

IV. When you commence to write, *write*, not copy. Whittle your idea till it will fit the hole;—and—

"Wade not too long through shallows to begin,  
But over head and ears jump boldly in.

V. Always save your strongest proof for the last; and seeking for proof, you should remember that

"Thought, and not noise, the understanding fills;  
It is the lightning, not the thunder, kills."  
Essays, "like wells, should small circumference sweep,  
Be short in their diameter, but deep."

VI. Be content with no little theme. Seek something that demands labor—that admits argument. Let your efforts have a good head, and hold their size proportionately to the end. Exert your mind to the utmost. Use the most sure mental labor you are capable of, and when

you call in extracts from other authors, give distinct references to their works; for your own benefit in the future.

VII. In all your efforts, remember that the *mind* is but the *workshop of the heart*. A want, or desire, in the heart, produces all genuine mental action. Therefore, whenever you write, throw your whole soul into your inkstand, and dip it out as you want it.

VIII. Above all, unless you are *particularly* gifted, do not attempt to write poetry. People can take delight in frog-tunes if they are sung by frogs; but if any other creature attempt to mimic, all can detect the counterfeit, even if they themselves should be as great bunglers at imitation. A poetaster that spins his web like the spider, generally catches more dust than fame or bread; while the *true* poet is a scarce article, and, when he spins, it comes from his *head*, and covers him in garments of glory.

Such, in substance at least, would be the advice of one who loved to write; and if the student follows such a course, he will not only improve in composition, but in all his intellectual powers; and will, no doubt, from necessity, have a stronger desire to—

“Get wisdom, learning, all without pretence,  
And, with his gettings, get good common sense.”

N. G.

### A WORD TO YOUNG TEACHERS.

While many expend vast amounts of time and thought in perfecting the plan of our Union Schools, and, our best educators devote all their energies to the working out of its details, it has seemed that our country schools have been somewhat overlooked, and that the young teachers of them have not received that sympathy and counsel which is needful under the peculiar trials they have to encounter. With but a dozen little ones around them, their difficulty is to find enough to occupy their time; and the hours pass by with a slow and weary step. Perhaps a word from one who has tried it, and therefore knows, may not be inapplicable.

The time is not so long ago that we can not remember when we, too, aspired to the honorable distinction of school-ma'am in a country school. The house was situated, like many others, where four roads meet; and the nearest approach to a tree was across a ten-acre lot; and all day long the melting summer sun came down upon the low roof, and through the curtainless windows, in one fierce blaze of light and heat.

Well do we remember the first few tedious weeks of that summer school, before we had learned *how* to “keep” it. There were but thirteen pupils—all told; and it was a daily problem—most difficult of solution, too—how to keep busy from nine o'clock until twelve, and from one until four; for it was an unpardonable offense to close the exercises a moment before the time.

And so our principle business was to devise ways for keeping busy. But still, lengthen out the recitations as we would, they obstinately refused to fit into the allotted time; there would always be a gap between the last one and four o'clock. It seemed as if the sun went back daily upon the dial-plate at least fifteen degrees.

And if by chance a pupil staid away some day—that pupil composing, as he often did, a whole class—then was the perplexity doubly increased. Oh, how anxiously have we stood at each of the four windows looking down each of the four roads, watching for the coming of the little ones, or listening for the patter of their little feet upon the threshold!

But at last we learned a secret that there *was* pleasant and profitable employment for every moment of the day. And shall we tell you the secret, young friends?

In the first place make your school room as *attractive* as possible. If your windows have no curtains, garnish them as often as twice a week with fresh green boughs. Mention it to your pupils once, and you will see with what alacrity your boys will cross even a ten-acre lot to bring them for you; and you will see, too, how much better the same boys will study sitting beneath their friendly shade, than with the hot sun pouring its rays upon their defenseless heads.

And do not chide them if they occasionally look up from their books, and cast a glance to where the sun, shining through the green leaves, has paved the floor with curiously wrought mosaic. They love to look upon the beauty as well as you, and such a glance refreshes them.

Then, if you have no vase, bring a pitcher to put flowers in. If it be minus the handle, and with a broken nose, never mind. A skillful arranging of the flowers will conceal these defects, and you will see with what pride and pleasure the little girls will keep it filled for you, how they will look up from their lessons to catch a sight of the flowers *they* put in, and how, refreshed with the bright colors and beautiful forms, they will go to their studying with a new zest. And if one little fellow, with a more loving heart than a discriminating taste, should bring you his chubby hands full of stemless dandelions, accept the gift with a pleasant smile, and as hearty a "Thank you, Charley," as if they were moss-rose buds; and do not disdain to place them in your broken pitcher, although they should hide some more ambitious flower. Place them, too, where Charley can see them, and some of the sunshine from their golden petals will enter into his soul and beam out upon his face, and you will find that b-a ba, k-e-r ker, is mastered with much less difficulty than you had thought possible.

When the recitation in Geography comes on, take imaginary travels with your class upon the map. Stop at every point of interest upon the way, bring out their slender stock of historical and local knowledge, and draw pretty largely upon your own. The eager faces and concentrated attention will tell you that pleasure is being combined with profit.

In Arithmetic, after the regular lesson is finished, exercise your ingenuity in proposing questions which shall have something for the result which is of practical interest to themselves; such as their own ages, the number and ages of their brothers and sisters, &c., and you will find that the Arithmetic hour has passed before you had thought it begun.

In studying the Spelling lesson, send your class to the board. Let them pick out the most difficult words, and write or print them on it. When the class comes to recite, you will find those words not among the mis-spelled.

Do not think you must confine your teaching to the branches you *profess* to teach. *Informal* teaching is often the most effectual. If a butterfly or a bee flutters in and alights upon your nosegay, call the children around it—teach them to admire its many colored wings, or the wonderful provision made for extracting and carrying honey—show them the uses of the various parts, and their adaptation to each other—tell them some story of the butterfly or the bee—and it will ever after have a new interest for them.

Take the little flowers in your hand—tell them the names and uses of the different parts—(children love to learn the names of beautiful things)—bid them find out and tell you the points of resemblance or of difference between any two—and before you are aware, you will have a school of little naturalists, if not as scientific, at least as enthusiastic, as were ever Linnæus, or Audubon, or Agassiz.

And, more than all, you will find that not only your own time and theirs has been fully occupied, and that four o'clock, instead of lagging half an hour behind your wishes, comes a full hour too soon, but that you have also associated in the minds of your little ones the idea of study and pleasure, and you have implanted within them the germs of those close habits of observation and nice powers of discrimination, which shall be worth more to them than all the facts they have acquired.

Think not, then, your station an insignificant one, though not a dozen little ones come around you daily for instruction. By coming into such close contact with them, your power over them for good is immeasurably greater than that of those who have hundreds under their charge, and consequently must have but an imperfect knowledge of the needs and capacities of each individual. Only do your work faithfully and well, and yours will be a bright enough crown of rejoicing at the last.—*Mich. Jour. of Education.*

### HINTS FOR IMPROVEMENT.

[In an article published in the *Iowa School Journal* the writer makes some very useful suggestions that we think will interest the readers of the *Educator*.—Ed.]

Allow me to suggest some particulars in which the ordinary course of study in our common schools seems to me susceptible of decided improvement. They are:

I. Too much time is given to Mathematics. I do not say that a knowledge even of Algebra may not be worth having; I do say that it is dearly purchased at the cost of ignorance of Chemistry or Geology. A very moderate and rudimentary proficiency in Arithmetic is all that youth can afford to acquire until they shall have mastered those sciences which underlie all the processes of Industry, all the Arts conducive to the efficiency and usefulness of their lives.

II. Our Readers are apt to be made up of lessons little calculated to imbue a child's mind with useful ideas, with practical knowledge. They bear little relation to the toils and struggles which make up the lives of the great majority.

III. The vital truth that *all* our faculties—physical as well as mental—require development and training, is not adequately considered in our school exercises. The child is not taught that the ready and apt use of his limbs is as much a part of education as the choice and right use of words. Certainly, I do not forget that many things proper to be learned are to be learned elsewhere than in the school room; but how many children are taught in school that the boy or girl who has acquired the art of swimming is, in an important sense, better educated than one who has not?

What I would, with deference, propose, by way of improvement of our school process, is substantially as follows:

I. The first-class reader to be a compendium of *facts* of universal interest. Let it treat directly and pleasingly of farming, the mechanic arts, and household economy, and embody the fruits of the latest discoveries and improvements which bear on each, with allusions to or statements of the scientific principles of truths which have rendered those improvements feasible, those discoveries inevitable. In process of time, reading-books for second and even third classes might be added, based on the same general idea, but adapted to less developed minds.

II Let Chemistry and Geology supplant, or at least precede Arithme-

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tic (beyond the four simple rules), Geography and even Grammar, where it is not deemed advisable to prosecute these divers studies simultaneously.

In proposing this, I do not forget that words are the tools of the educator and his pupil,—that a certain familiarity with signs and terms must precede and render possible the acquirement of facts and ideas. I only insist that implements should be acquired only to be used—only because they are to be used, and to the extent of the use required and anticipated. Letters, words, phrases, definitions, modes of expression, grammar, rhetoric, mathematics, are but means to an end, and that end is the mastery of useful facts and ideas. The farmer who should devote all his means to buying implements, and so have no land whereon to employ, no time wherein to use them, would aptly parallel that mode of education which fills the mind with symbols, with terms and with equations, but leaves it empty of those truths which cause corn to grow and change deserts into gardens.

III. The noblest office of the Teacher is that of an awakener of dormant mental power. Here is no art to be taught, because minds and circumstances are alike so diverse that no one can foresee what may be apt and timely in a particular school on a particular occasion. Yet I will venture to suggest a few questions which (or the like of which) a teacher might find occasion to ask his pupils, requiring each to give the matter a night's thought and study, and then render a verbal or written solution:

1. By what changes, within our own means, might this school-house be rendered more conducive to the health, comfort, and intellectual progress of its inmates?

2. In what localities might trees be planted around it, without trespass on individual rights, so as to render it more attractive and agreeable?

3. How should such trees be planted to insure their living and thriving? and where could we obtain such trees if we chose to plant them ourselves? Is it not our duty and should it not be our pleasure so to plant them?

4. What chemical changes of substance or arrangement are undergone by an apple, whereby it becomes wholesome when ripe, though noxious and dangerous when green or immature?

5. Is there any moral lesson taught by this change touching the government, restraint, and gratification of our appetites? If any, what?

I suggest these merely as samples: the teacher can multiply and vary them to infinity. Each lesson mastered, each truth acquired, by any class, should at once form the basis of a question whereby it is reduced to practice, and its utility as a help to industrial or other beneficent effort demonstrated. I think every school should be resolved, for at least half an hour each day, into a Committee of the Whole, with the teacher as chairman, (though it may be expedient at times to invest some pupil with that responsibility,) and, a topic being announced, each pupil should be encouraged and incited to express freely his own ideas thereon, each in turn being expected to make a suggestion. I apprehend that a problem thus treated, a solution thus reached, would remain impressed on most minds, long after a lesson conned in silence and recited mechanically, had been forgotten.

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Young man, in search of business, first choose an HONEST one. Ask not merely is it lucrative, or respectable, or easy, or even lawful, but is it just? And shrink with horror from whatever is not, be its prospects or its emoluments what they may. Seek first RIGHTEOUSNESS, and all else "shall be added unto you."



## THE USE OF THE DICTIONARY.

It would be well if more use were made of the dictionary in our schools, though we are glad to believe that increased attention is given to it from year to year. Within the last two years many of the districts of the State have furnished their schools with a copy of Webster's excellent unabridged dictionary, and in some schools, we have been assured that pupils make frequent reference to its pages.

The table of synonyms, in the late edition, will be found highly useful in schools, and is in itself, worth the cost of the book to any schools which will use it. Scholars should early learn to discriminate between words which have similar shades of meaning, without being precisely synonymous. Of several words, of somewhat similar import, we shall find that one is really better adapted to a particular place than others and they will become the most expressive and forcible writers who learn to use "the right word in the right place." If we examine the writings, of Webster, Everett and others, we shall find that much of their power, as writers, has consisted in their choice of words. It will be found that they have not only selected a good word, but the best and most expressive one for the place in which it is used.

If teachers will name three or four of the words which are regarded as of synonymous import, and spend a few minutes in explaining the shades of difference, and subsequently request the pupils to incorporate these words into sentences illustrating their use, the results would be very satisfactory. For example: let us take the words, *adjacent*, *adjoining*, *contiguous*. By referring to Webster, we shall learn that though there are resemblances, there are also shades of difference. If a scholar has had his attention called to these and been made to see the peculiar signification of each, he may write as follows: "The house was *adjacent* to the Railroad." "The man's farm was *adjoining* my father's." "The two fields were *contiguous*." By interchanging the italicised words, let the modification of the sense be pointed out, and thus teach which is the best word for designating a particular relative position.

We recently witnessed an exercise like this: An intelligent teacher stood at the black board in front of a class of pupils, and asked them to name words which had some shades of meaning similar to the word *see*. In less than three minutes he had written the following words as named by members of the class:

*Observe, look, behold, view, descry, spy, gaze, stare, watch, notice, perceive, discern, examine, scrutinize, investigate, discover, glance.* How profitably an hour might be spent in giving sentences which will illustrate the right use of these words, and then by interchanging, show that they may not safely be taken for use at random because they have shades of resemblance.

Teacher, have you a dictionary in your school? If not, be sure to obtain a copy and use it. Your more advanced pupils may derive great benefit from lessons like those we have suggested.—*Conn. Com. School Journal.*

Webster's unabridged can be obtained of Prof. J. L. TRACY, at the office of the *Educator* at the very low price of \$5.25.

WAY TO LAY UP REAL WEALTH.—A man would do well to carry a pencil in his pocket, and write down the thoughts of the moment. Those that come unsought for are commonly the most valuable, and should be secured because they seldom return.



From the Fly-Leaf.

## GEMS OF THE BEAUTIFUL.

The diamond, the ruby and the sapphire are beautiful gems; but faith, hope and charity are gems of the beautiful.

The delicately tinted sea shells are beautiful, but far less so than the shades of thought on a pure unsullied countenance.

A graceful form, a fair face and a sparkling eye are beautiful; but love, gentleness and purity are far above these.

The dew drops glistening like pearls on the dark, green blades of corn are less beautiful than kind words and brotherly love.

The sweet perfume of the rose leaves that lie shattered under the parent stem, are like kind attention offered to the weary, distressed stranger.

The pure pearl that hangs so gracefully from the ear of the empress is a gem of the rarest water; but the tear of sympathy that stood in the flower-girl's eye, as she beheld one more wretched than herself, was a more precious gem, in the sight of the merciful God.

The calmness of a summer evening with all its gloriously tinted clouds is like the spirit of the dying Christian, but less calm and glorious.

The half open buds clustering around the full blown rose are gems of the beautiful; but the mother surrounded by her little ones, with their soft blue eyes and light, silky hair, is one of earth's most beautiful gems.

The pure, balmy air, the sweet farina that is wafted from the dewy flowers, the melodious warbling of birds, and the golden star on her forehead are the gems of morning; but a purer and a sweeter incense to Deity are the accents of prayer, that fall from the innocent lips of the kneeling child.

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SOUL ENGRAVINGS.—Every body is an artist. We have not the gifted mind and ingenious hand which can make the cold marble seem almost to breathe with life. We are "Soul Engravers." And the chisel of the artist works not more effectively upon the marble block than the little chisel of our influence upon the souls which surround us.

How careful the artist is that each touch shall perfect and not deface his work! Shall not we desire the impression of our chisel to be for "good and not for evil."

When the labor of the sculptor is rewarded, his beautiful statue is placed in the great "Temple of Arts;" here an admiring world gazes upon it, until the destroying hand of time crumbles it to dust.

But the souls which our chisels are helping to mould have a higher destiny to fulfill. Their life is immortal and is given them to prepare to dwell in mansions "eternal in the Heavens."

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THE ELASTIC EGG.—Take a good and sound egg, place it in strong vinegar, and allow it to remain twelve hours; it will then become soft and elastic. In this state it can be squeezed into a tolerably wide-mouthed bottle; when in, it must be covered with water having some soda in it. In a few hours this preparation will restore the egg nearly to its original solidity, after which the liquid should be poured off and the bottle dried. Keep it as a curiosity to puzzle your friends for an explanation how the egg was laid in the bottle.

**A CURIOUS WELL.**—A citizen of Weed's Mills, in China, while digging for a well recently, when he had dug down about 25 feet, came to a bed of clay which began to give way under his feet. He immediately sprang into a tub that had been suspended to receive the excavated earth, when the clay which gave way under the pressure of his feet at once began to rise towards him. He thrust his spade into the mass and the waters gushed forth. Supposing he had struck a profuse vein of water, he ascended and commenced throwing in stone to serve as a foundation for stoning it up. But every stone he cast down disappeared below the water's surface, and when he had thus disposed of several tons the greedy well looked up, like *Oliver Twist*, for more. The man resorted to soundings, but his poles would not reach the bottom. Lines were tried with heavy sinkers, which went down eighty feet, and made no report. "All is well that ends well," but this affair ended in something else than a well," proving to be a subterranean basin of water, the soundings of which, when our informant left China, had not been made. The locality of this singular discovery is some mile or so away from one of the open ponds in China, and on an elevation considerably above it.—*Maine Farmer*.

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**ORIGIN OF THE TERM "OLD DOMINION."**—Few things are so well calculated to awaken in the mind of the proud Virginian when wandering in foreign lands, touching reminiscences of home and kindred, as the simple mention of the "Old Dominion." And yet there are comparatively few who are aware of the origin of the term which has so long and so generally been applied to Virginia. It originated thus: During the Protectorate of Cromwell, the Colony of Virginia refused to acknowledge his authority, and declared itself independent. Shortly after, when Cromwell threatened to send a fleet and army to reduce Virginia to subjection, the alarmed Virginians sent a messenger to Charles II., who was then an exile in Flanders, inviting him to return in the ship with the messenger, and be king of Virginia. Charles accepted the invitation, and was on the eve of embarkation, when he was called to the throne of England. As soon as he was fairly seated on his throne, in gratitude for the loyalty of Virginia, he caused her coat of arms to be quartered with those of England, Ireland, and Scotland, as an independent member of the empire, a distinct portion of the "*old dominion*." Hence arose the origin of the term. Copper coins of Virginia were issued even as late as the reign of George III., which bore on one side the coats of arms of England, Scotland, Ireland, and Virginia.—*Historical Magazine*.

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**CORRECT SPEAKING.**—We advise all young people to acquire in early life the habit of using good language, both in speaking and writing, and to abandon as early as possible any use of slang words and phrases. The longer they live, the more difficult the acquisition of such language will be; and if the golden age of youth, the proper season for the acquisition of language, be passed in its abuse, the unfortunate victim of neglected education is very probably doomed to talk slang for life. Money is not necessary to procure this education. Every man has it in his power. He has merely to use the language which he reads, instead of the slang which he hears; to form his taste from the best speakers and poets of the country; to treasure up choice phrases in his memory, and to habituate himself to their use—avoiding at the same that pedantic precision and bombast, which show rather the weakness of a vain ambition than the polish of an educated mind.—*R. I. Schoolmaster*.





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Vol. II.

JUNE, 1859.

No 2.

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*Published Monthly.*

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A. PEABODY, - - - - - EDITOR.

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JULY, 1859

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S. S. LAWS	-	-	-	-	Fulton, Callaway Co.
RICHARD EDWARDS	-	-	-	-	St. Louis.
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Vol. II.      AUGUST, 1859      No. 4.

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Vol. II. SEPTEMBER, 1859. No 5.

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Vol. II. JANUARY, 1860. No. 9.

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Vol. II. FEBRUARY, 1860. No. 10.

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# PROSPECTUS

## OF THE

# MISSOURI EDUCATOR.

**The Missouri Educator** will be issued regularly on the first of each month. It is the aim of the Editor and Contributors to make it a first class literary and educational journal. No sectarianism or partisanism will be admitted into its pages.

The EDUCATOR will contain at least thirty-two pages of reading matter, printed on fine paper, with clear type, in a convenient form for binding. It will be the official organ of the State Superintendent of Common Schools.

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1840

Vol. II. MARCH, 1860. No. 11.

THE  
**Missouri Educator;**

A LITERARY  
**EDUCATIONAL JOURNAL;**

*Published Monthly.*

W. G. CHEENEY,  
A. PEABODY,

PROPRIETOR  
EDITOR.

ASSOCIATE EDITORS

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RICHARD EDWARDS  
S. S. LAWS  
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JAMES LOVE  
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Jefferson City, Missouri.

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W. G. CHEENEY, PRINTER.

1860.

TERMS: One Dollar per Year, invariably in Advance.





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APRIL, 1860.

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Teachers desiring copies for examination will be supplied gratuitously. By enclosing five stamps to prepay postage, they will be sent by mail, post free.

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LOUISVILLE, KY.

And sold by Booksellers generally throughout the United States.

From the Mobile Daily Advertiser.

## A New Series of Reading Books for Schools.

Messrs. Morton and Griswold of Louisville, Ky., have recently brought out a new edition of GOODRICH'S SERIES OF SCHOOL READERS, edited by Noble Butler, A. M., and also an original "Practical Grammar of the English Language," by the same gentleman.

We have examined the reading books with considerable care, and are gratified in being able to state that, aside from their local feature, (being published and edited in the South,) they are, in our judgment, better calculated to attain the object they have in view than any other works with which we happen to be acquainted.

The "First Reader" is adapted to what is termed the "word method" of learning to read. Each lesson is accompanied by a wood-cut, and there is no word of more than one syllable in the book, while the matter is such as to attract in the strongest degree the attention of the young pupil. It is worthy of remark that no meaningless word can be found in the series, nor any word whose signification the learner may not easily comprehend. This is a highly important point, particularly with beginners.

The "Second Reader" is a continuation of the First. Scattered through the book is a systematic course of exercises in all the vowel sounds of the language, and in the preface directions to the teacher in using these lessons.

The dramatic element enters largely into the lessons of this number. Any little child that can read well the lessons on pages 71 and 78, is out of danger of becoming a monotonous reader.

The "Third Reader" contains a course of exercises on all the consonant sounds of the language. These lessons are intended to include all the combinations to be found in our words. A lesson on page 137, taken at random, will show their object.

### ARTICULATION.—On the sound of Y.

Ye	Yam	Yet	Yes	Yea	Yelp	Billion	Humor	Union	Europe
You	Yell	Yawl	You	Yease	Year	Asia	Odious	Steelyard	Indian

In the same manner all the letters of the language are taken up and fully investigated, that is, every possible mode of representing any given sound is exemplified in the book.

The "Fourth Reader" contains exercises in enunciating difficult combinations of consonant sounds. At the head of each lesson all the difficult words are defined and the true pronunciation indicated by the type. Special attention is called to words usually mispronounced, as *interest*, *bragging*, &c.

The "Fifth Reader" continues the plan of giving definitions and orthoepical lessons, and introduces exercises in what are termed VOCAL GYMNASTICS. The following is an example found on page 56.

The gallant admiral bade the tyrant defiance in mortal combat. Human courage could not save the fatal standard. Instant allegiance is due to regular ordinances. Most musical, most melancholy! The Christian herald is exultant and jubilant.

The importance of these exercises is seen at a glance. Forty-nine persons out of fifty pronounce such words incorrectly, not from ignorance, but from *habit*. The "Dialogue on Vocal Gymnastics" on page 46, will give a very good idea of the subject, and of the care the author has bestowed on every topic contained in the series. The style of the articles is exemplified by the Story of "Uncle Dick and the Wolves," on page 215, and an account of the "Bridge of Monkeys" which we remember to have seen in the newspapers.

The "Sixth Reader" contains full directions on inflection, emphasis, modulation, pauses, time, and reading poetry. We do not believe much in the applicability of *rules* to these subjects, and yet no teacher can be successful in making his pupils read well unless he himself can practically manage all the examples given in the first fifty pages of the Reader.

The literature of this last book of the series is of the most elevated character. There is not a line which we desire to have obliterated, while we hope that the next edition of the Books will have incorporated with it some of the fine passages of our Southern writers.

Of no little importance are the historical notes appended to this volume. These notes contain a brief account of every author mentioned in the book, and much other information not always at the command of the teacher.

To cultivate a spirit of self-reliance, and to secure a uniformity in the pronunciation of the English language, we hope that this series will be generally introduced. They certainly merit a fair examination and comparison with other reading books, by teachers and others interested in the education of youths.

**"GET THE BEST."**

"NONE BETTER CAN BE FOUND."—*Ala. Ed. Journal.*

**GOODRICH'S READERS, Revised by NOBLE BUTLER;  
BUTLER'S ENGLISH GRAMMARS.**

Published by MORTON & GRISWOLD, LOUISVILLE, KY.

From March (1859) No. Alabama Educational Journal:

*Goodrich's Series of School Readers*, revised by Noble Butler; Louisville, Morton & Griswold.

"We know no qualification of the scholar so indispensable as that of reading well. It is an acquirement that imparts a lustre and sheds a brilliancy over all his other accomplishments. Notwithstanding this, how many can we find who have secured to themselves this 'happy art'? The difficulty which has existed in by-gone times, the want of proper text books, (and we say it with all due reverence and respect for the old 'English Reader,') is in a great measure removed. Among the many works with which the public is presented, and which respectively claim to unfold the important secret of reading well, none more justly deserve the public favor than Goodrich's Series of Readers. They are six in number, and their arrangement is *strictly progressive*. Compared with the volumes preceding and following it, each book will be found to be carefully adapted as a connecting link between the two. They extend facilities to the pupil, which, while they aid him in his progress, do not supercede the necessity of his exertion, but rather induce him cheerfully and efficiently to *help himself*. For the attainment of an accurate and correct enunciation, the very basis of excellence in elocution, special appliances will be found throughout the entire Series. Justice to the author demands that we should mention some of them.

In the *Second Reader* is found a full and systematic series of practical exercises on all vowel sounds of the language.—In the *Third Reader*, on the consonant sounds.—In the *Fourth Reader*, we find the combination of consonant sounds.—In the *Fifth Reader*, an elaborate synopsis of the most besetting errors in pronunciation, and a system of 'Vocal Gymnastics' for their correction and the formation of just habits.—In the *Sixth* and last Reader we find a full series of practical rules and exercises in the inflections and the higher branches of elocution. None better can be found."

"*A Practical Grammar of the English Language*, by Noble Butler, A.M.

"Its general features are excellent, and it is only of salient points that we can speak confidently. It is at once simple, philosophical, and complete, and moreover cheap. It is highly recommended by others. Prof. North of Yale, says: 'It is the most scholarly and philosophic grammar that I know.' The Massachusetts Teacher says that it is not inferior to the best, that it is used to some considerable extent in that State, and calls upon New England book makers to look to their laurels. We mention this last to point to the fact that here is one of the few Southern publications which win their way by the wedge of merit even into the schools of New England; yes, even into New England almost smothered by a vast pyramid of school books. While we send to down-easters for their text-books, down-easters send to us for ours. We once read a resolution passed by a convention of teachers to the effect that 'Southern publications of equal merit be preferred to Northern ones.' Was this mere wind? Was it not a finger post pointing to the right road? Messrs. Morton & Griswold have undertaken to publish text-books for us, and if they continue to give us as good ones as those already issued they should have a preference.

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"The series of Goodrich's Readers which you were kind enough to leave with me for examination, I have passed under review, and am prepared to say that the work is superior to any other with which I am acquainted. Hoping that the schools of Alabama and other Southern States will patronize this (a Southern) publication, allow me to subscribe myself,

Yours, &c.,

GEO. M. EVERHART.

P. S. Butler's Grammars are already text books in our course.

G. M. E."

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Florence, Ala.

Florence Wesleyan University, Rev. R. H. Rivers, President.

The Synodical Female College, Rev. Wm. Mitchell, President.

From S. P. Rice, Principal Preparatory Department of University:

"We shall not have much demand for your books this session; but shall use them hereafter as far as needed. The series of Readers must certainly meet with favor. The Speaker is well adapted to the purpose for which it was designed.

MARCH 26, 1859."

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### Louina, Randolph Co., Ala.

"I have examined Butler's English Grammar, and the Fourth and Fifth of the series of Readers, and believe them to be in all respects equal, and in some respects superior, to any of the kind which I have used. I have been the principal teacher in the Louina Academy for six years, during which time I have used several different works; but I would now prefer adopting these as standard works in my school.  
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"I have examined the series of Readers edited by Mr. Butler and published by yourselves, and find the books decidedly superior to any that have fallen under my observation. I intend to recommend their gradual introduction into the various public schools of the county.

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"MOBILE, May 2, 1859.

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S. S. SHERMAN, President."

From Gabriel B. Duval, State Superintendent of Education of Ala.

"MONTGOMERY, ALA., May 10, 1859.

"I have examined with some care Goodrich's series of School Readers, revised by Noble Butler, and am highly pleased with them. I can cheerfully recommend them to the favorable consideration of teachers throughout the State. The Grammars published by the same house I have not had time to examine sufficiently to justify any expression of opinion about them. I perceive, though, that they are highly recommended by competent judges, and are being widely used.  
GABRIEL B. DUVAL."

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APRIL 6, 1859.

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**Brownsville Female College, Wm. Shelton, President.**

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"WM. SHELTON."

**Brownsville Female Institute, Wm. A. Watkins, Principal.**

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"Goodrich's New Series of Readers have recently been before our Board of Education and Teachers in examination. We are highly pleased with the work. We think highly of Butler's Grammar. Butler's Speller has been adopted by us long since."

**Dr. Cross, (a Select School.)**

**Mrs. Knox, (Presbyterian Female School.)**

**Memphis.**

**State Female College, near Memphis, Rev. S. G. Starks, Principal.**

APRIL 20, 1859.

"We have carefully examined Goodrich's series of Readers, revised by Noble Butler, and are so well convinced of their superiority over any other series, that we have determined to adopt them in our institution. S. G. STARKS."

"P. S. We are using Butler's Grammars. S. G. S."

## KENTUCKY.

From the *Guardian* (Catholic), May 29, 1858.

"*Goodrich's Series of School Readers*, edited by Noble Butler.

"The publishers have laid upon our table this series of six School Readers, which have been enlarged and improved.

"The Catholic population in former years had great reason to complain of the books which were in use in almost all of the schools of this country. In almost every one of these there were objectionable passages in which the Catholic faith was either falsified or caricatured. Of late, publishers of school books seem to have discovered that what is intended for general use should be generally acceptable. We have examined the series before us, and can discover nothing in them unfair or unjust towards Catholics or Catholicity. Those acquainted with Mr. Butler could expect nothing from his heart or pen calculated to wound the sensibility of those who differ from him on matters of religion. His long experience as a successful teacher should qualify him for the task of revision, and we doubt not he has succeeded in making the Goodrich series of Readers equal to the best now in use."

From Dr. Green, now President of Centre College, Danville; former President Transylvania University, Lexington, Ky.

"TRANSYLVANIA UNIVERSITY, June, 1857.

"I have examined with considerable attention and equal interest Butler's edition of Goodrich's Fifth Reader, recently published by Morton & Griswold, of Louisville, Ky.

"As a product of our Western press, it deserves high commendation, and will no doubt receive large patronage. The type is clear, the paper excellent, and the illustrative engravings are admirably executed and peculiarly adapted to their purpose.

"The plan of the work is eminently judicious and admirably executed. The '*Cautions in regard to Articulation and Pronunciation*' in the commencement of the work, are manifestly the result of much experience united with close observation, and present in a brief space and condensed form the principles which are afterwards applied throughout the book. The good taste and pure morality which pervade all the extracts, together with the definitions at the commencement of each lesson, and the perpetual reference to the previous Cautions, render it an invaluable assistant to the most skillful instructor, and a reliable guide to the inexperienced teacher, in the great work of stimulating and moulding the minds of the young. I know no superior work, in this department, and cordially recommend it to teachers in all our schools.

L. W. GREEN."

"We have read the opinion of Dr. L. W. Green, and cordially unite with him in his recommendation.

WILL W. HARNEY,      STEPHEN YERKES,  
ABRAM S. DRAKE,      JAMES B. DODD."

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"*Practical Grammar*, by Noble Butler.

"This is the paragon of Grammars. It has the excellence of all, the defects of none. After several years use of it in my school, I find it to be all that is needed for elementary instruction,

JNO. AUG. WILLIAMS, President of Daughters' College.

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"JNO. AUG. WILLIAMS, Daughters' College.

Louisville, Ky.

Presbyterian Female School, S. R. Williams, Principal.

"MAY 28, 1859.

"The undersigned having examined, carefully, the '*Goodrich series of School Readers*,' revised by Noble Butler, has arrived at the following conclusions:

"1st. That in regard to the arrangement of the lessons throughout the entire series, a *truly progressive method* has been followed.

"2d. That the articles selected are *interesting, instructive, and well adapted to the mental and moral development of the pupils*.

"3d. That the attention given to *articulation and pronunciation*, as also to the *definition of difficult words*, is a *prominent and excellent feature* in this series.

"4th. That in respect to *beauty and accuracy of typographical execution*, these volumes are all that could be desired.

"To his fellow-laborers in the great cause of education, the undersigned would respectfully and cordially recommend these Readers as being amongst the *very best* of their kind, and therefore admirably suited to the wants of our schools of every grade.

"The Sixth Reader, as a collection of *literary gems*, is worthy of a place in every educated family.

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# Officially Recommended, Oct. 1st, 1858,

By HON. W. B. STARKE, STATE SUPERINTENDENT.

Office Superintendent of Common Schools,  
City of Jefferson, October 1st, 1858. }

To School Commissioners, Trustees, Teachers, Parents, and all others interested:

I desire to call your special attention to the following revision of the list of text-books formerly recommended for adoption in the Common Schools of this State. I have been induced to make this revision, not more from my own convictions of its importance, than from the united advice and petition of the intelligent friends of education throughout the State.

When I came into office I found an extended list of class and reference books that had been recommended by my predecessor. A portion of them were acceptable to the people, while the others were *scarcely used at all*. Under these circumstances, I determined to let the matter rest until I could examine for myself, and consult the opinions of prominent teachers and friends of education in different parts of the State. Accordingly I have taken much pains to ascertain what are the most approved Common School text-books throughout the country, and after free consultation with leading teachers from different sections of the State, and with their hearty sanction of this course, I recommend the following list of books to be used in the Common Schools of Missouri.

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Ray's 3rd Book. Practical.	Kerl's Intellectual.

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*Geography, History, Philosophy, etc.*—Monteith's and McNally's Geographies;—Willard's Histories;—Parker's Philosophy; Porter's Chemistry; Smith's Astronomy:—Tracy's School Manual and Juvenile Harp.

I am well aware of the great expense incurred by parents in the frequent change of books, and it is to obviate this very evil, that I am induced to make the present recommendation. Without an authorized list of good text-books, each teacher feels at liberty to exercise his own judgment or caprice, and in this way the books of a single district may be changed two or three times in the same year, thus distracting the minds of the pupils, and imposing a heavy and useless tax upon parents.

It is not presumable that a good teacher will find fault with, or object to use, the books on this list; and while it is neither desirable nor advisable to attempt to force them into schools where other good books are already in use, yet, by a proper discretion on the part of Commissioners and Teachers, where new classes or schools are being organized, and books of some kind have to be purchased, these will soon find their way into all the counties of the State, and then we may expect to find merchants, parents, teachers and pupils, rejoicing in the benefits arising from uniformity in text-books.

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By HON. W. B. STARKE, STATE SUPERINTENDENT.

Office Superintendent of Common Schools, }  
City of Jefferson, October 1st, 1858. }

To School Commissioners, Trustees, Teachers, Parents, and all others interested:

I desire to call your special attention to the following revision of the list of text-books formerly recommended for adoption in the Common Schools of this State. I have been induced to make this revision, not more from my own convictions of its importance, than from the united advice and petition of the intelligent friends of education throughout the State.

When I came into office I found an extended list of class and reference books that had been recommended by my predecessor. A portion of them were acceptable to the people, while the others were *scarcely used at all*. Under these circumstances, I determined to let the matter rest until I could examine for myself, and consult the opinions of prominent teachers and friends of education in different parts of the State. Accordingly I have taken much pains to ascertain what are the most approved Common School text-books throughout the country, and after free consultation with leading teachers from different sections of the State, and with their hearty sanction of this course, I recommend the following list of books to be used in the Common Schools of Missouri.

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It is not presumable that a good teacher will find fault with, or object to use, the books on this list; and while it is neither desirable nor advisable to attempt to force them into schools where other good books are already in use, yet, by a proper discretion on the part of Commissioners and Teachers, where new classes or schools are being organized, and books of some kind have to be purchased, these will soon find their way into all the counties of the State, and then we may expect to find merchants, parents, teachers and pupils, rejoicing in the benefits arising from uniformity in text-books.

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*Office Superintendent of Common Schools, }  
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When I came into office I found an extended list of class and reference books that had been recommended by my predecessor. A portion of them were acceptable to the people, while the others were *scarcely used at all*. Under these circumstances, I determined to let the matter rest until I could examine for myself, and *consult the opinions of prominent teachers and friends of education in different parts of the State*. Accordingly I have taken much pains to ascertain what are the most approved Common School text-books throughout the country, and after free consultation with leading teachers from different sections of the State, and with their hearty sanction of this course, I recommend the following list of books to be used in the Common Schools of Missouri.

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## ENGLISH GRAMMAR.

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*Geography, History, Philosophy, etc.*—Monteith's and McNally's Geographies;—Willard's Histories;—Parker's Philosophy; Porter's Chemistry; Smith's Astronomy:—Tracy's School Manual and Juvenile Map.

I am well aware of the great expense incurred by parents in the frequent change of books, and it is to obviate this very evil, that I am induced to make the present recommendation. Without an authorized list of good text-books, each teacher feels at liberty to exercise his own judgment or caprice, and in this way the books of a single district may be changed two or three times in the same year, thus distracting the minds of the pupils, and imposing a heavy and useless tax upon parents.

It is not presumable that a good teacher will find fault with, or object to use, the books on this list; and while it is neither desirable nor advisable to attempt to force them into schools where other good books are already in use, yet, by a proper discretion on the part of Commissioners and Teachers, where new classes or schools are being organized, and books of some kind have to be purchased, these will soon find their way into all the counties of the State, and then we may expect to find merchants, parents, teachers and pupils, rejoicing in the benefits arising from uniformity in text-books.

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